DOCUMENT RESUME

ED 444 795 RC 022 586

AUTHOR	White, Marian, Ed.
TITLE	Experiencing the Difference: The Role of Experiential Learning in Youth Development. Conference Report: The Brathay Youth Conference (Ambleside, England, July 5-6, 1999).
INSTITUTION	Brathay Hall Trust, Ambleside (England).
PUB DATE	1999-07-00
NOTE	125p.; For selected individual papers, see RC 022 587-589.
PUB TYPE	Collected Works - Proceedings (021)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Adolescent Development; Adolescents; Educational Strategies; *Experiential Learning; Foreign Countries; *Individual Development; Outdoor Education; Young Adults; *Youth Programs
IDENTIFIERS	Great Britain; Youth Community Service

ABSTRACT

This proceedings contains transcripts, presentations, and workshop summaries from a 2-day conference on experiential learning in youth development, held by the Brathay Hall Trust in the English Lake District. Brathay is a British educational charity that offers a variety of youth development courses, ranging from outdoor adventure activities to creative workshops. The conference aimed to make the case for an experiential approach to personal and social development, as an essential foundation for lifelong learning, social inclusion, active citizenship, and employability. Section 1 of the proceedings contains: (1) remarks by Susan Woodeson-Barr, Brian Liversidge, and Steve Lenartowicz; (2) transcript of a play dramatizing youth issues, "Lifting the Weight," presented by Geese Theatre Company; (3) outline of a speech "The Government Perspective" by George Mudie, British Minister for Lifelong Learning, on youth service, voluntary youth organizations, programs for disaffected and socially excluded young people, and postsecondary education; (4) "Redefining Learning for the Next Generation" (Valerie Bayliss); (5) "The Union Perspective on Youth Outreach and Training by the Trades Union Congress (Mark Holding); (6) "The Young Person's Perspective on British Youth Council Efforts to Engage Youth in Civic Life" (Andrew Cossar); (7) "Valuing the Future: Education for Spiritual Development" (Sister Jayanti); (8) "The Roots & Branches of Experiential Development" (Tony Saddington); (9) "Young-Person-Friendly Research: Part of the Youth Work Process" (Isabel Atkinson); and (10) "Brathay's Evaluation & Research Strategy" (Eva Pomeroy). Section 2 contains brief descriptions of conference workshops. Appendices describe Brathay's work with young people and present presenter biographies, a list of attendees, and the conference program. (SV)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 444 795

BRATHAY

EXPERIENCING *the difference*

THE ROLE OF EXPERIENTIAL LEARNING IN YOUTH DEVELOPMENT

conference report

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Jane
Kissock
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THE BRATHAY
youth conference

5th – 6th July 1999
ENGLISH LAKE DISTRICT

RC022586

BEST COPY AVAILABLE

EXPERIENCING *the difference*

THE ROLE OF EXPERIENTIAL LEARNING IN YOUTH DEVELOPMENT

RC0225816

THE CONFERENCE WAS GENEROUSLY SUPPORTED BY
THE BRATHAY FORUM, IN PARTICULAR:

Aggregate Industries UK Ltd; AGORA; Barclays Bank plc; BBC; British Energy; BT; Durham University; ECGD; Ernst & Young; Hertz (UK) Ltd; The Halifax; Industry in Education; Lancashire Constabulary; Manchester Airport plc; Manchester Business School; Mazars Neville Russell; Satchwell Control Systems Ltd; Wolseley Centers Ltd.

4

AN ACCOUNT OF THE YOUTH CONFERENCE HELD AT BRATHAY ON 5TH & 6TH JULY 1999

Prepared by Marian White for Brathay Hall Trust

© BRATHAY HALL TRUST

5

CONTENTS

PAGE

EDITOR'S FOREWORD vii

SECTION 1 – SPEAKER TRANSCRIPTS

1.1 Conference Chair's Remarks – Susan Woodeson-Barr 1

1.2 Lifting the Weight – Geese Theatre Company 7

1.3 The Government Perspective – George Mudie MP 21

1.4 Redefining Learning for the Next Generation – Valerie Bayliss 29

1.5 The Union Perspective – Mark Holding 35

1.6 The Young Person's Perspective – Andrew Cossar 39

1.7 Valuing the Future – Education for Spiritual Development – Sister Jayanti 43

1.8 The Roots & Branches of Experiential Development – Dr Tony Saddington 51

1.9 Young-Person-Friendly Research – Dr Isabel Atkinson 61

1.10 Brathay's Evaluation & Research Strategy – Eva Pomeroy 63

SECTION 2 – WORKSHOP REPORTS

1B – 4G Feedback from the Workshops 65 - 96

APPENDICES

1. Brathay's Work with Young People 97

2. Speaker & Workshop Presenter Biographies 99

3. List of Attendees 111

4. Conference Programme Outline 117

5. References & Footnotes for Tony Saddington's Lecture 119

EDITOR'S FOREWORD

It was July 1999, and over 180 speakers, workshop presenters and delegates gathered on the northern shores of Lake Windermere for Brathay's bi-annual youth conference. This year's conference programme, on the theme of the role of experiential learning in youth development, boasted a broader range of speakers and workshop opportunities than ever before. In particular, delegates were offered topics grouped around four main conference strands, namely the process of experiential development, the nature of the experience, sharing practice in experiential development, and research & evaluation.

The aim of the conference was to make the case for an experiential approach to personal and social development, as an essential foundation for lifelong learning, social inclusion, active citizenship and employability. To meet this aim, it brought together those who use experiential methods both in formal education and training and in informal settings with those who use a variety of types of experience as practitioners in other fields, and offered an opportunity for people to make connections, find common threads and be inspired with new possibilities. The conference was structured to include a number of keynote speakers interspersed with 28 interactive workshops. An outline of the conference programme is given in Appendix 4.

As an educational charity committed to the personal and social development of young people, irrespective of their means and circumstances, Brathay Hall Trust regularly plays host to researchers and practitioners in the field of youth development for this type of event. Such events allow participants to hear new ideas across a broad range of related topics, to share best practice and experience, and to enjoy an unrivalled opportunity for networking and reflection at Brathay's unique 360-acre location.

The conference format allowed delegates to enjoy a range of activities and experiences as well as giving them time to reflect on what they had seen and heard. Many delegates commented that they valued the inclusion of a spiritual theme, and all welcomed the topicality and variety of the material presented. Inevitably, people would have liked to attend more of the workshops on offer, and to have more opportunity to question the speakers. This is always a difficult balancing act, and calls for a longer conference were also heard. Delegates appreciated the many new ideas and perspectives presented by speakers and workshop leaders, with some seeing the event as an affirming experience for their own work and methods. Seen as particularly important were the inspiring inputs from young people themselves – more of this was requested for future events – and the insight into young-people-friendly research. As ever, networking was a strong feature of the conference, with many new working relationships being forged for the future.

It was with great regret that Brathay said goodbye to Conference Chair, Susan Woodeson-Barr at the end of the first day, due to a close family bereavement. She had been closely involved in the design and planning of the conference and was disappointed not to be able to see it through to fruition.

Marian White
Editor
Brathay Hall Trust

8

CONFERENCE CHAIR'S REMARKS

Susan Woodeson-Barr

Susan Woodeson-Barr's Opening Remarks

Thank you, Steve (Steve Lenartowicz, Youth Development Manager, Brathay and conference organiser), for your welcome, and can I add my own warm welcome to you. I think it's going to be rather a warm day, but please take my warm welcome first. We will try to make sure there is sufficient air passing through the marquee to make it comfortable for everybody, but I think it is going to be somewhat warm this morning.

Here we are in a unique setting for our exciting two-day conference. And I hope you enjoy to the full the two days, with all the opportunities of meeting and sharing experience with so many people who are involved right at the leading edge of work with young people. We have an impressive and diverse range of topics, both in our speakers today and tomorrow and also in our workshops. It falls to me to try to knit together in some cogent form for you, very rapidly at the end of the conference, the sense of a most extraordinarily diverse range of workshops. I will attempt to do that during the time of the conference. I hope that your own participation in your own chosen area of workshops will be particularly worthwhile for you personally.

It is an extraordinarily various and ambitious programme and it is a tribute to Brian (Brian Liversidge, Chief Executive, Brathay) and his team – to Steve, to Jane (Jane Kissock, Youth Development Administrator), to the Youth Team that Brian has also mentioned. There is also a terrific team effort that has been going on – and is going on – throughout the whole of the Brathay team to field this event. We are fortunate, because this is a very important opportunity for all of us who are interested in the development of young people to share ideas and to examine some key areas of development for young people. The variety, in fact, reflects the many types of situation in which young people find themselves today. So the aims of the conference, as Brian has touched on, centre around identifying the needs of young people, and examining experiential learning as a means to achieve personal development, social inclusion, active citizenship and employability.

So without more ado, let's go into the first session.

(Unfortunately Susan Woodeson-Barr had to leave the conference at the end of the first day due to a close family bereavement. Steve Lenartowicz and Brian Liversidge stepped in as Joint Chair for the second day.)

Steve Lenartowicz's Workshop Review

To sum up, I'm going to give a flavour of the workshops which I've taken by talking to as many people as I can, dipping into one or two, and reading the reports of the trainers who were chairing the workshops. Then Brian is going to sum up the conference with some closing remarks.

The workshops were in many ways the heart of the conference, enabling us to share good practice, which will enable us to take on the challenge which was laid down by the speakers. It's clear that many of the workshops were real experiences in themselves: they were experiential learning events, they weren't just *about* experiential learning. The process of being involved in them was as important as their content, and for that reason my biggest personal regret for the conference is not being able to participate in them myself. I wonder what the themes were that came out: just looking at some of the reports, and some of the comments I've heard, I've tried to group my highlights under a few headings. I'm not going to try to cover the 28 or so workshops; that would be impossible here, but you will get a conference report that will cover them all.

I think that the first word which comes to mind is inspiration. The powerful input by the young people from Skerton High School in Lancaster, Geese Theatre's workshop, the poems out here hanging in the trees by the creative workshop, the impressive creative and practical work by Brian Melrose down by the lake, Peter Williams' Living Values workshop showing how we can develop emotional as well as cognitive intelligence in schools, Eric Maddern's work on rites of passage.

Another word which came to mind was reflection. In terms of reflection as a tool, something we use with the young people we work with, and also the reflection that occurred during the conference. Several people reported to me remarkable personal experiences during workshops: often intense reflection, perhaps during the Being and Doing workshop out here on the lawn and the creative workshop again. Some of the workshops were reflective in terms of issues: reflecting, for example in Judy Ling Wong's workshop on the involvement or lack of involvement by black young people and black workers in this field.

Something else that came to mind was Tony Saddington's idea of different villages and how much we have to learn from each other, and how we sometimes put up the blinkers. There were quite a number of workshops around the fields using outdoors and drama and creative arts and music and so on, often as metaphors for other aspects of life. But there were two workshops, in particular, that we could see as being from *'other villages.'* The workshop on skills competitions, using work-based learning, a rich area that I think a lot of us could learn a lot from. And TTE's workshop on capability development, which for me reflected a lot of what Valerie Bayliss had to say.

Then there was research. One of the things that initially surprised me and then pleased me about this conference, was the number of delegates who chose to do the research options. When I set the conference up I thought that the research option would be a bit of a specialist one. In fact, I think we had the largest take up of any workshop at one of the research workshops. They were also lively, perhaps not something which we associate with research. I know there was quite a lot of heated debate, and people were often on the edges of their chairs. It seems obvious to me that we are approaching a critical mass in researchers in this area, and as we do that, we get a community of researchers and things can start to move on. I think in the past people have felt very isolated. At the moment there is an outdoor research support group where researchers are able to gain support from each other. That has only happened in the past year or so.

As an outcome from the conference, Brathay has decided that the proceedings of those four workshops (led by Peter Allison, Chris Loynes, Colin Fletcher, and Kaye Richards & Barbara Smith), will be published separately, in more depth. The conference report will obviously only give a sketch of what happened in all 28 workshops, but in terms of publishing that research we will publish separate detailed papers.

Another area was that of relationships. A theme that seemed to come out both from some of the key speakers and from many of the workshops was the crucial importance of engaging young people, accepting them and building relationships with them as the basis of our work. Also, the relationships that were created here among those of us who were at the conference. I think that's an important function, probably the most important function, of a conference like this: creating the community of interest in this field which enables us to go forward together and learn from each other and to make a difference out there.

The last theme I noticed both in the workshops and through the conference was that of passion and commitment. The enthusiasm from our South African friends, sharing with us the exciting developments in their country and their immense desire to learn as much as possible whilst they're here. And, of course, the obvious passion for experiential learning across all the workshops. Perhaps the issue is not actually, does it work but how are we going to convince others that it works?

What I would like to do now is hand over to Brian Liversidge who is going to sum up the conference for us by pulling together what some of the speakers had to say.

Brian Liversidge's Closing Remarks

Reflecting over the last couple of days I've got a great sense of possibility and the power of collectivism: the fact that we're like minded and the things that we can do by collaboration for the greater good of young people. Not for entirely altruistic reasons: I'm concerned about things like security, I'm concerned about prosperity, national pride, the desire to see ideas and business flourishing so that we can all enjoy the benefits that might accrue. I'd like, on behalf of all of us, to start out by leading a vote of thanks to Steve Lenartowicz. He's been the mastermind behind this, and he's mentioned a number of people in supporting him. But at the end of the day, in the last 12 months what has caused Steve, mainly, to lose sleep has been this event. I'm sure in the last two weeks, if my previous experience is anything to go by, a loss of quite a lot of sleep. But I can say unreservedly that it's worked out enormously well, Steve.

There was something in it for everybody. Geese got us off to a flying start by exposing our alter egos, and demonstrating the power of theatre in raising and dealing with the issues of youth and the street. The masks captured nicely the emotions inherent in interpersonal relationships. The joker and his pet vulture - I think Mark's not actually like that, to be truthful - surely rang true with all of us. They reminded me of a quote I heard, once upon a time, which said,

"it's not what we say, but what we don't say that's the crux of modern communications."

George Mudie reminded us, if we needed it, of the worrying trends and statistics that are upon us, and the need to do more with less, or at least more with the same. The failure of traditional education, the insanity in doing what we've always done and expecting the results to be different. The £16 million underspend, in the youth service audit: I'm sure we've all got handsome ideas for that. The success of work with this generation of young people and the affect that would have on subsequent generations. And that's a particularly telling comment; the government's determination that organisational imperatives will come second to young people's needs.

Valerie Bayliss took us through her work looking at the future of organisations and work at the RSA. She pointed out, and I'm sure we're aware of this, that attitudes are changing. There are no jobs for life and this affects the attitudes of young people. 70% of new jobs are non-conventional jobs. Flexible working is now the norm, work is not a place, but an activity, and employment is predicated on output not attendance. The growth in the 'not for profit' sector that is, in fact, filling gaps in provision. However, we're still educating young people for a Victorian economy. We need to re-think education radically, we're already behind New Zealand, Australia and Hong Kong, to name three. Competences should drive the curriculum: skills that we're talking about can only be learnt, they cannot be taught. We should value intelligences, the work by

Howard Gardiner and Daniel Goleman, for example. Experiential learning is too often a bolt on, an afterthought, perhaps. I would add also, very often therapeutic and remedial rather than mainstream. Despite trends in mass customisation in virtually all the consumer goods industries we are still, in education, providing the model T: one colour, black and that's it, variety.

From the TUC perspective, Mark Holding reminded us that despite congruency between the TUC's values and those of young people – in particular, equality and respect – the numbers of young people in unions is being eroded all the time. He encouraged us not to overlook the aspirations, or underestimate the motivation of young people. And implored us, I thought quite nicely, not to do for young people what they can do for themselves.

Andrew Cossar, speaking for BYC, pointed out that less then 25% of young people receive any citizenship training and yet there are seven million 16 to 25 year olds. They can't be overlooked as a huge reservoir of potential energy and their non-involvement can only lead to alienation.

Sister Jayanti, who has devoted her life to spiritual development, reminded us of the erosion of spiritual values. The fact that respect and trust – and not competition – are the likely keys to the future. She also reminded us that the outdoors awakens the sacred inside us.

Turning to today, Tony Saddington used arboreal metaphors and our participation very effectively to illuminate the theory underpinning our practice and our tribal connections, perhaps. Apparently, I'm a radical humanist; I can add that category to ESTJ for those who know what that means. And I'm sure there are many more names that I might be called. He reminded me – or reminded us – that we often overlook our ancestral roots: the academic foundations of our experiential development. He classified these memorably and advocated some hard pruning and lots of manure – I think that's what he said – to allow new buds to flourish and to sustain old stock.

Isabel Atkinson spoke passionately as a ground-up researcher but as a practitioner as well. She spoke about the need to engage young people in the research process. It sounds sensible, doesn't it? But how often do we do it? Young people are the future; we know that. They're influenced most by their peers; we tend to overlook that. They're expert – they're unique and expert. You've got to involve them if you want honest answers. And finally, effective research costs: costs money and costs time. Isabel was supported by Eva Pomeroy, who reinforced the need for a clear strategy, and organisation-wide commitment to meaningful research.

In terms of outcomes and the way ahead, this event was aimed at practitioners and practice. So what did they get out of it? Well, I'm sure it's unique. Being pushed into the role of co-chair caused me to reflect on learning from conferences. I even wrote a dissertation on the subject, you may or may not believe, and on that occasion my findings were unremarkable. One delegate put it very succinctly, and he was one of the first people I spoke to so I could have closed the book right then. He said to me, "I go to conferences to learn, to network and to benchmark." Lyton and Pareek put it, perhaps more colourfully, when they said:

"The ecstasy was in the ambiguity. We passed the word around, pondered the case put by different people and commentators and we changed our minds to reach understanding. Understanding evolves from the unique capacity of individuals to comprehend and learn from others."

What about the way ahead, then? Well, Steve has talked about a couple of initiatives. But we have a responsibility as a conference to take the challenge forward, to take the message to the policy makers – it is perhaps observable that, short of the Minister, we didn't have any policy makers here – and not least we need to get stuck in to mainstream education. The R&D strand, as Steve has said, have decided that they are going to produce a paper as a result of their deliberations over the past two days. And that is an exciting outcome.

We shall be back in 2001: same place, might move a couple of feet. And we'd like you to help in constructing that event, so your comments will be grist for the next event. I'd like to close, finally, by saying thanks to everyone for your interest and wholehearted involvement and have a safe trip home.

LIFTING THE WEIGHT

Geese Theatre Company

We're Geese Theatre Company: my name is Mark.
My name is Hilary. Mine's Lou. Mine's Paul.

OK. These three are going to go backstage and sort out things like masks and costumes and things like that, and I'm going to give you a potted history. There's stuff written in your packs about us, but we're going to try to give you, as much as possible, a similar experience to the people who work with us. The experience they will have. And what we usually do is give them a potted history. The company began 20 years ago in the US. John Bergman, an ex-patriot in America, saw that a prison wanted a play that needed 14 black men. He went to the prison and said, "There is no such play. You need to improvise it." And immediately the seed was in his head and he thought, "Wow! Theatre in prisons – wouldn't that be exciting." This was the 1960s, and he was a little bit political, so what he did was to make a play about the history of the American penal system. Because, I guess, he wanted some serious change to happen.

And they did the play and they got a round of applause. And a bloke came up to him afterwards and he said, "Listen, man, that was great, thanks for coming in. But what's that got to do with my life?" And immediately another seed was sown. "Wow, I should be doing plays about people and their lives; not about my agenda but getting in touch with their agenda." And so what he did was to create a play about visits, in prisons. Because visits are the connection with the outside. Keeping those visits alive – keeping the relationships alive – is probably the most important thing you can do when you are inside. So he created a play about visits. And he co-created this work with some prisoners and one of the prisoners – doing a theatre workshop – said, "If you are going to do a play about visits, you need to use a mask. Because when I go on a visit, I've got to make sure I keep my partner - my Missus – sweet, because I want her to bring me things. She's going to have to be the one who looks after me. If I upset her, she won't bring me anything, so I have to keep her sweet. And she isn't going to want to upset me. Things are going to be going wrong on the outside, but she doesn't want to upset me – to make my time in prison hard. She doesn't want me to kick off. So she's going to lie as well – we'll both be lying to one another and hope we can make it through."

So he began using the masks. The mask, on the outside, is all the things people will do and say to live their lives and to survive. And underneath that mask – well, we have anything you think might be underneath. Some people will think it's thoughts, feelings. But it could be a whole host of things, I think.

So that was where this work began, probably about 18 years ago in America. And then 11 years ago, that company thought it would be interesting to push this into the UK. "They've got a prison system just like we have. Also, it's much more compact. So it will probably work really well there." And we've been going ever since. We do the show about visits and we began by doing a show about the street. Similar mask theory, but it was more about what challenges life puts up to people and how they respond.

And what we do is, at each point where a person running through the show has a challenge, we go out to the audience and we ask the audience for ideas. What should this man do? What should this woman do in this situation? How can she make it better? And what we do is a sort of statistical analysis of all that stuff and we use the most frequent suggestion. And in that way we follow where the audience as a whole are at. And, I guess, take them through a developmental process, which lasts an hour. And it works every time! People go out and they are totally changed! (laughter) And, of course, you can see that because the crime rate is falling so fast! (laughter)

Anyway, we started doing work in prisons, then in probation, then youth justice work. We've done a lot of young offender institutions. And slowly but surely we realised that the concept of the mask, the concept of the cage, the concept of having to get skills and be self aware, is applicable just about everywhere.

We primarily focus in the prisons and probationary system and with youth at risk. We do workshops as well and we also do residencies. But wherever we work, it's always about the people we are working with. We try to mirror their experiences as much as possible. It's very uncomfortable doing a piece of drama about yourself, but it's not so uncomfortable to tell somebody on stage who is like you what they should do. And I guess that's the concept of how our performances work. People giving suggestions as to how you might change and then talking about what's behind that. What might be supporting it that's behind the mask? Asking people, "Is this the way you want to live? And if you don't, how do you want to live?" And once you make those decisions, you can begin the process of changing.

The work is educational and therapeutic, promoting self-awareness and change. That's the kind of thing you've got to say somewhere, isn't it? (laughter)

The show you are going to see is a devised show. It's devised from "Lifting the Weight", which is our show about life on the street. What we're doing here is just giving you a little bit of how the process works for people. By "devised" I mean it's more structured than normal. We've structured it to try to hit the issues we feel need raising for today. Some of them will be parallel issues for yourselves but other ones may be things that you've not thought of or are not particularly meant to be at the centre of this conference. And I won't apologise for any of those differences because I get the sense that this is going to be a real place of joint exploration. I hope that does not offend anybody. It's our take on the work we do and, I hope, mirrors to some extent your work. You'll have to bear with us if there are things we do that are different from the things you do: I suggest you don't get hung up on the practicalities and details of the show. Actually look behind the scenes for what are the broader issues being thrown out here, so you can take those away and talk about them.

OK. As I've said, we use masks. At any point during the show you, the audience – any one of you – can say, "Lift that mask!" Can we practice that?

Audience: Lift that mask!

Good. You are very good! And then, The Fool – who is a character I'm going to talk about in a minute – is going to come to any one of you and say, "Whose mask do you want to see lifted and what is the question you want to ask them?" And then you get to ask the people on stage a question about a little piece of their lives. You may not always like what they say, but I guess that's the way it goes.

There is another character, and this character is called The Fool, who never lifts his mask. He is like the Master of Ceremonies. He is the character who wants to pull this tent down, so that you lot can't have this conference. He will challenge, he may be threatening, because he wants chaos.

We come in here knowing that you are the expert. That is always the way we come in; we always say that you are the expert in your own lives. You are the people who take yourselves forward. And it's exactly the same today. You are the experts about what goes on show. And if you're not, we're putting you into that role. If you don't feel you're the expert, then for an hour you can think, "I *am* the expert." (laughter)

I'm going to go off now. Before we can begin, we need the biggest round of applause you can possibly give us. Thank you. (loud applause. drums)

The Fool: Love me. (to the Chair) Love me, Susan. I need love. (to a man in the front row) Please love me. Not that kind of love, you stupid man! (laughter) Hey, nice blue shirt – lovely! You know, I thought, this morning is always going to be difficult. To decide what to do – fleece or suit, fleece or suit? Isn't it, eh? Hahahaha! (laughter)

What's the difference between an outdoor development worker and a sheep? A sheep's only got one fleece! (laughter) This is my game – stop laughing! (laughter) Or smirking, sir. There's a lot of you, isn't there, here today? I bet you're all clever, aren't you? Are you clever, sir? Are you clever? Nar, look at the mask: "Ooh, I'm not so sure. I wish he'd get away from me." (laughter) (reading delegate's name badge) Technikon Pretoria: where's that?

Delegate: South Africa.

The Fool: Oh man, you must have travelled miles! On an aeroplane – weeeeeee! Whenever you go in an aeroplane, I'm there. I'll tell you a bit about myself. I'm in your head. And in your head, that's where I play. That's where I want to play my games, here in your heads. When you're in an aeroplane, what do you think I'm doing in your heads? I'm telling you it's going to crash! I was in a plane the other week and the two hostesses, they were serving us, and one of them said to the other, "It's a bit bumpy today. Do you want to go and see if they are doing hand steering?" (laughter) I overheard this! Can you imagine what it did to me? Hand steering an aeroplane Anyway, she went in there, to talk to the captain. You know what, she came back and she said, (whispers) "The autopilot's broken." (laughter) I didn't hear anything – I just heard "broken." Broken! Broken! Then save me, save me! I'm going to die!

OK, enough of that. Right. I come from the beginning of time, when everything was beautiful: everything was like Brathay, you know! The grass was green, the mountains high, the sky was blue, the flowers were growing beautifully – lots of different colours: purples, blues, reds. And the sheep – or was it the outdoor development workers, I can't remember (laughter) – the sheep were playing on the grass. And I hated it. Because I like chaos, and I like destruction. So I shot all the sheep! Or was it the.... (laughter) I trampled on the flowers. I torched all the grass and I pulled the clouds across the sky. And turned everywhere into Manchester. (laughter) (to Brian Liversidge, who had made a light-hearted remark about Manchester in his opening remarks) Sure that's not unequal treatment, for those people who come from Manchester?

Brian L: Possibly.

The Fool: Because that's what I do. And how do I do it? Well I bring my masks. On the outside everybody can do and say whatever they want to get what they want. But on the inside is the thoughts of The Fool. And I love to see people doing, and I love to see people suffering for the thoughts that they have. I'm every rule and no rule – baby, that's what I am – it's a very old song, some of you might remember it. (laughter)

(sings) The hills are alive with the sound of music.

You lot think you're all Maria, don't you, in that film? All Maria, getting everybody singing along. Isn't it, eh? Go on, sing the song. Shall we do that? Shall we try that now? Lovely. You're lovely people. Now, I'll go one, two, three, four, and we'll have "the hills are alive with the sound of music". OK? One, two, three, four…

Audience sings badly: The hills are alive with the sound of music.

The Fool: Oh, my goodness, you were flat. (laughter) OK, OK. I bring with me my masks, I bring with me my inner voices and I'm talking to you constantly. And I bring the cage: this is what this show is about. You may be able to open the door and the sides of this tent, but can you break down the bars of the cage? (makes theatrical gesture) I should have been in Shakespeare. (laughter)

The cage is anything you want it to be. The cage is anything which holds you back. The cage is anything which stops you, and I am the jailer. Any one want to play my game? (silence) Any body want to play my game? (more silence) You're all playing it anyway. (nervous laughter)

So let's see my ready made contestants, please. One and two. (noisy entrance) In the cage! OK, what's your name?

Girl in cage: Suzanne.
The Fool: Suzanne. Tell us a little bit about yourself, Suzanne.
Suzanne: Well, I'm fifteen, and, well, you know, I just live at home and go to school…
The Fool: And live at home and go to school and live at home and go to school. And school and school and school and school.
Suzanne: Yeah.
The Fool: So what's your dream, Suzanne?
Suzanne: Well, I've got to do my GCSEs and then my A-levels and then I'm hoping that I'll go to university and then, maybe, I'm thinking about medicine or maybe law.
The Fool: Lift your mask, lift your mask! What do you want to do?
Suzanne: Well that's what my mum and dad want me to do, but well I want to work with kids – you know, like a nursery nurse – or something like that. But my dad says that's a stupid job and my mum says I'm not using my God-given talents, so …
The Fool: I'm the eater of dreams, I'm the eater of dreams and I'm going to eat your dreams and spit them out. Thank you. Lovely. You can see I'm a nice guy, can't you? Are you clear about that? I'm the nice guy. Sir, what is your name?
Boy in cage: My name's Darren.
The Fool: Ooh, lovely, Darren. Nice bit of attitude there, Darren. Yeah! Tell us a bit about yourself.
Darren: What are you talking about? Attitude?
The Fool: Bit of attitude, bit of niceness, bit of loveliness. You're playing my game, playing my game! You're an idiot, man, you're in a cage. Why are you in the cage? Where are you?
Darren: I'm in a cage.
The Fool: Where is that cage?
Darren: Anywhere you want it to be.
The Fool: Oh, it's everywhere. It's everywhere for you. The cage is everywhere. It's not like that one – it's somewhere else. OK, Darren, tell me about your dreams. Tell me about your dreams – what do you want to do?

Darren: I'm going to be a DJ, right. I'm going to have my own club in, like, Ibiza.

The Fool: Oh, man, Ibiza. Has anybody been to Ibiza? Hands up those people who have been to Ibiza. Hey, that man there, what's your favourite dance track?

Man: I don't know.

The Fool: No idea! Well, he's never been to Ibiza, has he? He's never been there if he hasn't learned the music.

Darren: He can come to my nightclub, if he wants to.

The Fool: Yeah, he can come to your nightclub. Brilliant. Lift your mask – that's rubbish.

Darren: Well, I've got to save up some money first to buy some decks and that but…

The Fool: Hahahahahaha! OK, what else have I got in my show? I get them in my cage and I keep them in my cage with the thoughts that I give them or the thoughts I take away. And I've got my little friend there (actress enters with DEATHBIRD mask, a large skeletal prey head mask): my little friend death-bird. Little friend, deathbird's going to eat them all up. Going to destroy their lives any way we can. Going to eat their flesh, inside their cage. Where hast tha'been since I saw thee? On Ilkley Moor, ba'tat. Then t'worms will come and eat thee up. Then t'worms will come and eat thee up. Hehehehe! OK! Off my stage! I'm a meglomaniac. I'm an egomaniac. But the show has to go on, doesn't it? How much of me do you want to see? I can carry on for another hour if you want. Love me – I need it – but I must give them some time. So let's see the first contestant, please. Play the game!

(Editor's note: Geese then enacted a number of scenes following each of the young people's attempts to break out of their cage. For brevity, this report will follow Suzanne's attempts only.)

*The Fool :*What's your name again?

Suzanne: Suzanne.

The Fool: And where are you going with that bag, Suzanne?

Suzanne: I'm just off to school.

The Fool: Ooh, let's see you at school, then.

Second girl: Hello, Sappy Suzanne. Have you got my homework?

Suzanne: Yeah. It took me ages, y'know. I hope they're all right. I don't know if I got them all right.

Second girl: Yeah, I hope they're OK, because if they're not you're going to have to pay, aren't you?

Suzanne: But I haven't got any money.

Second girl: You've got your dinner money, haven't you?

Suzanne: But I need my dinner.

Second girl: No, you don't eat dinner do you? Give me half of it now. (Suzanne hands over some money) Right, I'll see you - four o'clock, school gates, alright?

The Fool: That's when it starts, isn't it? Earlier than this. It starts eating away and which bits does it get and which bits can you keep away from them? Where are you going to now, love?

20

Suzanne: Well, I've got to go home.

The Fool: Oh, go home then. Let's see what joys are going to be there for us. Hehehehe! Come on then. Oh, goody, goody! Imagine a sitcom, any sitcom.

Mum: (ironing) Hello, darling. OK?

Suzanne: Hello, mum. Hello, dad.

Dad: (without looking up from his newspaper) Alright, dear?

Mum: Had a good day at school?

Suzanne: Uh, yeah, it was alright. But, well, I couldn't do PE because my asthma was bad and the teacher said that next week, if I couldn't do it, I've got to bring a note.

Mum: Oh, well, that's it. We'll send you with a note. I'm not having you standing out on a cold games field with your chest. I mean, we ought to get you some more medication. I think we'll go and see the doctor again. You're not doing that. No, no, Suzanne.

Man in the audience: Lift the mask!

The Fool: Who said that? You've got a very loud voice, sir. Do you want a job? (laughter) Who do you want to ask a question?

Man: The young girl.

The Fool: Oh, Suzanne. What question would you like to ask her?

Man: How do you really feel about today, Suzanne?

The Fool: Lift the mask! Really.

Suzanne: (lifting her mask) Well, I hate it, because I would like to do PE really, but I do get asthma and it does stop me but, well, my mum just goes on about it.

The Fool: Itsy, witsy, pooh, pooh! Don't want to hear any of that. It's rubbish! It's rubbish and you're listening to it. I don't want that either. I want to find your deathbird as well as their deathbird. Let's see the show.

Suzanne: I'll just do my homework, then.

Mum: Yeah, you stop in here and do your work. It's warmer in here.

Dad: What homework have you got then, Suzanne?

Suzanne: Maths.

Dad: Maths? Let's have a look.

Mum: It's all Greek to me, maths.

Dad: Are you using a calculator for that?

Suzanne; Yeah.

Dad: And one of these computers?

Suzanne: Well, the school, yeah, they said...

Dad: You see? They're not teaching them to think these days. It's all computers this and calculators that. I don't know, in my day it was different. You had to think for yourself. Where's that going to get her?

Mum: Yes, but Gordon, times have changed. It's all different now, isn't it? I don't know but they seem to get on, don't they?

Dad: I can't keep track of all these things.

Suzanne: Mum... I've got this note. It's about this course that I could go on at school.

Mum: Ooh. well, if it's going to cost us any money, you'd better ask your dad.

Dad: A course?

Suzanne: I'd really like to go, dad. It's this course and I can sign up for it at school.

Dad: Well, what is this course?

Suzanne: Well, you see, the thing is…

The Fool: Hahahaha! OK, so you've seen her life or a little bit of it. I'm going to ask you a big, big question. What does she need? And what course are you going to supply for her so that you can deliver to her needs? Yes, hahahaha! Company out to the audience! Let's get some advice from the audience, otherwise the show cannot go on.

(Actors seek views from the audience, who also discuss possible options amongst themselves)

The Fool: Can't talk to all 120 of you, we just haven't got time. And we wouldn't remember. There isn't a chance of us remembering. OK, over there at the end.

1st Actor: Oh, me first? Jolly good. Lots of assertiveness courses; things that will build her confidence; stuff out in the community, maybe; outdoor activities with a group, maybe made up of people who are her peers; or could include the bully as well to challenge that dynamic.

2nd Actor: Yeah, I got a lot of people mentioning outdoor activities; quite a lot mentioning Brathay, funnily enough. (laughter)

The Fool: What is this, a big sales pitch? (more laughter)

2nd Actor: Again, people mentioned building up small achievements rather than piling her in; other people mentioned that perhaps she should be with a group of her friends so that she's not thrown in at the deep end; perhaps a course where her parents could be involved, where the young people are educating their parents.

3rd Actor: Yeah, I got all that. Lots of confidence building, outdoor stuff; someone said that perhaps she didn't need a course at all, but maybe a mentor figure that's constant in her life so she can check in with them on a regular basis; I also got that she needs something on how to understand your parents and how to get along with them, because they're not communicating as a family at the moment.

4th Actor: I got most of the same; I also got that she needed a big three week outdoor adventure course, probably in Scotland judging by what I was reading on their name badge (laughter). I also got a real switch of tack: I got that what this person needs is something to help with the fact that she's not dealing with the standard curriculum we have at the moment; maybe what she needs here is something that's going to look at giving her what she's asking for. She wants to look after kids: maybe school could begin a process of moving towards where young people are at, or towards where this particular young person is at. And what I liked about that is that it sort of dragged in the whole of the education system, which to me was fun because it sounded a little bit like (resuming the Fool's mask) chaos. Yes! Is there anything to say? Tell your dad!

Suzanne: Um, well, it's this course, right, dad. And it says that what you do is, like, have four sessions at home with a group from here and then you go away and do a residential. And on the residential you do some outdoor activities and you do some theatre as well.
Dad: That sounds like good character building stuff to me. Of course, you won't be very good at it. You've never been very good at expressing yourself, have you?
Mum: How can she survive on her own? She hasn't been away from us ever, I don't think, for more than one night.
Dad: Well, we're not going to live for ever. She's got to learn to look after herself.
Woman in the audience: Lift the mask!
The Fool: Lift the mask! Who said that? What do you want to ask?
Woman: Lift the mask, dad!
The Fool: Dad, lift your mask! What do you want to ask him?
Woman: What are you really scared of letting her do?
Dad: I'm scared of losing her. Yeah, I'm scared of losing my little girl.
The Fool: That's what he's scared of, isn't it? He's scared of her getting better than him. Yeah! Let's get to the end of this scene, please, it's getting a little bit tedious.
Mum: Look, I'm going to make some tea. What do you want?
Suzanne: Not much for me. I'm not very hungry.
Mum: Oh, right, we'll have a salad or something, then. (exits)
Dad: I'd better come and supervise that because you know how generous you are with the salad cream at times. (exits)
The Fool: Oh no, man! What have we got here? We've got every kind of self-destruction we can imagine. This show is evil – I made it that way. (laughter)
Suzanne: I forgot to tell them but it says here that when you get back from the residential you have some days when you get your parents to come in and talk about…
The Fool: What do you think about that, then? Getting your mum and dad in on this?
Suzanne: No, the thing about mum and dad is – I know they're a bit funny and they're probably older than some parents, but they're very supportive.
The Fool: Lift your mask! Lift your mask!
Suzanne: I don't want to…oh, alright. (lifts her mask) I don't know why dad thinks I'm so stupid. He never let's me do anything. And mum goes on about my asthma.
The Fool: What do you think about this course?
Suzanne: (mask on) I'm really looking forward to it. It will be great!
The Fool: Lift your mask!
Suzanne: (lifting her mask) Well, I do want to go and I do think it will be really good but I get scared 'cos, like…
The Fool: It's going to ratify everything you already know and it's just going to show that you can't do any thing. Off my stage! Hahahaha!

(Scene with Darren – omitted)

23

The Fool: It's building up. We're going to get there. They're going to do something. They're going to experience something. They're going to be successful. They're going to be winners. They're going to break out of the cage and escape. Or are they? Next scene, please. Oh, Suzanne. Long time, no see. Where are you?

Suzanne: I'm at this place in the Lake District.

The Fool: Ooh, nice!

Suzanne: And it's really sunny and everything and it's great. And we did some things this morning to get to know everyone's names, and that was alright because all I had to do was say my name.

The Fool: Yeah?

Suzanne: So I didn't feel too bad about that.

The Fool: What's coming up next?

Suzanne: I don't know. We've got to do some tasks.

The Fool: Ooh, tasks. I like tasks. Come on, what's the task? Oh, is that your mate, who's always bullying you?

Suzanne: No, it's not her.

The Fool: Oh, it's not her. It looks like her.

Suzanne: No, that's Karen, I think her name is.

The Fool: Oh, well, she'll bully you anyway because everyone bullies you.

Suzanne: Yeah, probably. (laughter)

The Fool: Who are you?

Barry: My name is Barry and I'm the group worker this afternoon.

The Fool: No you're not – you haven't got a fleece on. It's a lie! (laughter) It's a fib. OK.

Barry: It's the first afternoon and I need an activity to give to my group to encourage them to work together. And to encourage teambuilding. Has anyone got any suggestions of an activity I can set them.

The Fool: Pretty quick, we'll make it up. Come on.

Woman in the audience: A low ropes course.

The Fool: A low ropes course, on you go Barry. Would you like to stand up and explain a bit about that to the group. You're to co-facilitate now. (laughter) Smarty-pants.

Barry: What's your name?

Woman: Carla.

Barry: OK, Carla. If you can explain this activity to the group, I'll be back in ten minutes. So if you could set it up for me.

The Fool: But you don't have to come up on stage unless you're really desperate. (laughter) Aren't I nasty?

Barry: Explain to the group, Carla, the low ropes course.

Carla: Basically you've got to work in pairs to look after each other. All of the exercises are low to the ground so there's no actual physical danger, but hopefully it will present challenges for you which you'll be able to overcome if you work together.

Man in the audience: Lift the mask!

The Fool: Lift the mask, very clever, sir! Lift your mask, Karen!

24

Karen: Oh, well, that's easy, isn't it? I can do that.

The Fool: Lift your mask, like I asked nicely.

Karen: (lifting her mask) I wish Craig would hurry up and get here because otherwise I'm going to have to work with Sappy Suzanne, aren't I?

The Fool: Yeah, it's going to be a threesome, I think.

Karen: Come on, Craig! Where are you?

The Fool: Here we go. Now you're holding the role of co-facilitator so you'd better be watching carefully, because you're going to be involved in the review.

Karen: Have we got to have Suzanne in our group.

The Fool: Yes, because there's three of you.

Karen: We've got to get across here…

Craig: Now stand on that thing…

Karen: Hang on to me…

Craig: Hold on, now that's it…

Karen: Come on then…

Craig: Right. Go on then…

The Fool: Suzanne, I can't hear you. What's going on? You two, I know it's a funny position but freeze. (laughter) I can't hear you.

Suzanne: It's alright. They're doing it so it doesn't matter.

The Fool: But I can't hear you. You're supposed to be…

Suzanne: I know but I don't like shouting and they won't listen anyway.

The Fool: Oh, get on with the scene.

Craig: I'm going to take the next step up…

Karen: I'm going to fall…

Craig: I've got you, I've got you. I've got your leg, there…

Karen: I'm falling…

Craig: I've got you. You're alright…

The Fool: OK, I'm suffering for her. I am. Now you're the co-facilitators. You've seen what's going on. So – company out to the audience – let's see how you're going to involve yourself in the situation to move it forward for Suzanne. Any way you want, just give us your answers, quickly.

(Actors seek views from the audience)

1st Actor: I got that it was badly set up. The facilitator, Barry, should have been more directive in the way the groupings were arranged so that Suzanne wasn't the third one in a group; perhaps a pairing with the boy so that things would have been different from the start; people also mentioned that the group goal needed emphasising so that it was clear the group didn't achieve the task unless everybody was involved and got to the end of it. And Barry should have had more of an idea of where the individuals in the group were at before he started the activity.

2nd Actor: Yes, a lot of people said it was set up wrong; it shouldn't have ended up with a three and particularly not this three; Suzanne should have been put with someone who was going to be more supportive, perhaps with the boy; someone also suggested that the facilitator could work with Suzanne and take on the role of someone who needs her help so that she can achieve by giving that help.

3rd Actor: I got change the groupings; if it's an activity that's meant to be in a pair then put Suzanne with one of these people; split these people up because they seem to be bonding and sort of mates, so try to get Suzanne to do that; I also got let them fail at the whole exercise and review it afterwards and talk about the process and what was involved.

4th Actor: I got that you could be really directive here, maybe ask the boy to stand back and just be the support and let the two girls get on, because initially there seemed to be conflict between those two and maybe we could then move towards talking about the support they could give each other and where that might be applicable outside; I also got be a little clearer that this is about the whole team succeeding, not about just those two people. So… (puts on the Fool's mask) What are you going to do?

Craig: I've got to go for a pee!
The Fool: Oh, yes, you've got to go for a pee. (laughter) I wonder why that is. It's because there's one actor short! It's a long wee that is; he must have been out on the drink last night.
Karen: Come on!
Suzanne: Barry?
Barry: Right, so how did you get on with the exercise, then?
Karen: Well, Craig's gone off, hasn't he, so we haven't got across yet.
Barry: So would you like to talk about your experience of it?
Karen: Well, like, we couldn't do it because, like, it's stupid, isn't it? You just fall off. You can't hang on. There's nothing to hold on to except each other.
Suzanne: That's just it. (nobody hears her)
Barry: So you thought the exercise was stupid? How about you, Suzanne, what did you think?
Suzanne: Um, yes, I agree. (laughter)
Barry: (to the audience) OK, help, what can I say?
The Fool: You see this is the point in the show where we play incredibly ignorant and we just expect a little bit more give from you lot. I see a lot of take in you and I want a bit of give.
Barry: She says she thinks it's stupid. What can I say to her?
Woman in the audience: Ask her to say what she thinks she'd like to do if she had to do this exercise.
Second woman: Ask her for her ideas. If she thinks it's stupid, what would she do to make it less stupid.

Barry: OK, Suzanne, you thought the exercise was stupid. Do you have a suggestion to make it not so stupid?

Suzanne: Well…no.

Karen: Yeah, come on Suzanne, you didn't say much.

Man in the audience: Lift the mask!

The Fool: Lift your mask, go on! Lift your mask! Lift your mask! Sounds like her dad, doesn't it?

Barry: I think, Mr Fool, that's being really easy on Suzanne. Just saying, lift your mask, in that situation. I've got to help her as the facilitator, surely, to lift her own mask. Don't you agree, Mr Fool?

The Fool: Yes, well you just go like this. (lifts her mask) That's how you do it. (laughter) Magic. You can do it, too. Oh, no physical contact, sorry. (laughter)

Suzanne: See, this is what always happens. Everything's going on around me.

The Fool: We'd better do the hard work. More, more, more. Give us more. Ask her now.

Suzanne: No, I did have an idea. I just thought that, maybe if – um – there was somebody here and they held on to somebody and they reached across to that rope that's hanging over there, and then they got hold of each others hands…

Karen: Oh, yeah…

Suzanne: Just like this…

Karen: Yeah, and then I can…

Suzonne: Are you alright…

Karen: You're quite little, aren't you, so you can probably…

Suzanne: If you can, like…

Karen; You won't fall off so much…

The Fool: No! No!

Suzanne: I've got you…

The Fool: No, I don't want this to happen!

Karen: Catch it! You have to…

Suzanne: Hold on to that tree, and then I'm alright…

Karen; Quick, give me you hand…

The Fool: Oh, the tree has broken, haha! (laughter)

Suzanne: Right, I've got the rope…

Karen: Bring it this way…

Suzanne; Right…

The Fool: OK, we've seen enough. We've seen enough. Move it on five minutes. Move it on. I'm suffering now.

Karen: Hey, we did it!

Barry: OK, Suzanne, would you like to talk about that second experience, because that was different from the first, wasn't it?

The Fool: Etc, etc, etc, aargh!

Karen: Come on, Suzanne, let's go and get some pizza!

The Fool: Aaargh! Terrible!

Suzanne: I thought it was quite good, actually.

The Fool: Yes, it was. The thing is, though, Suzanne, you've got to remember that everything that happens here is not going to happen when you get home, OK? (laughter) That's when you've got to rely on somebody else to do the work, isn't it? That's the most difficult thing, isn't it? Off my stage!

(scene with Darren – omitted)

The Fool: Off my stage! Because at the end of the day, I'm still here. I'm still here every minute of the day. Every time you listen to these silly little voices in your head, it's me. And I'm going to spoil it for you. I'm going to spoil everything for you. All the changes you made. All the development you've done. I'm going to be there trying to pull the rug out from under your feet.

You've been here an hour and it's time for me to go, but remember when those voices come, it's me. It's me. It's me. And I love you. I love you all and your lovely, lovely tops, and your lovely, lovely shoes, and your lovely, lovely cars, and your lovely, lovely jobs. It's better than digging holes for a living, isn't it? The only way you're going to get rid of my clattering clap-trap is to give me a round of applause. Thank you. (loud applause and cheers)

THE GOVERNMENT PERSPECTIVE

George Mudie MP, Minister for Lifelong Learning

(Editor's note: the following notes were prepared by the Minister as the basis for his address to the conference. On the day, he spoke informally around these issues.)

Preparation for adult life is a principal function of school education, enabling young people to meet the challenges of citizenship and work. Active, responsible citizenship is a basic condition of modern, inclusive society.

We've been alone among our European partners and other developed countries in not having citizenship education in the curriculum.

We're revising the National Curriculum to include citizenship, to help young people develop rights and responsibilities, to play a full role in communities. Pupils will be actively involved in their school, neighbourhood and wider communities - taking greater responsibility. They will develop skills, knowledge and understanding to become effective in - discussion, debate and negotiation. They will take responsibility for projects which make practical differences.

From 23 July, the QCA will consult to enhance teaching citizenship and democracy in schools - at Key Stages 1 and 2 as part of a non-statutory framework including personal, social and health matters, and at Key Stages 3 and 4 as a statutory entitlement.

The new National Curriculum will be available to schools in the autumn to prepare for statutory introduction in September 2000.

Youth Service

Citizenship is high on the Government's agenda, but has been at the heart of the youth service curriculum for many years.

Youth workers have skills to engage young people on planned programmes of personal and social education, with the right environment to learn life skills - confidence building, improving self esteem, to become part of an inclusive society. Essential skills for social inclusion.

The Youth Service has a proven record working with disaffected. The youth service in Kingston upon Hull is a good example. Hull's youth service works with secondary schools supporting 11 to 16 year olds who exhibit attitudes and behaviour linked to underachievement. At the time of the audit the project had run for three years - 526 young people engaged. Schools have indicated significant improvements in attendance, behaviour, self-esteem and motivation.

Voluntary Sector

Voluntary youth organisations have equally vital role working with marginalised young people. Many achieve impressive results. **Youth at risk** - works with disaffected, often desperate young people. Uses sophisticated volunteer mentoring - innovative and hard-edged approaches developed in the USA. Many young people reduce or cease at risk behaviour. Sample who have participated - 75% subsequently participated in a community youth project and 18% design and lead such project.

I was pleased to announce a thirty per cent increase in my Department's grants to National Voluntary Youth Organisations (NVYOs) for the next three years. Two broad, vitally important objectives - tackling social exclusion and inequality, and raising standards of youth work. Support more than 80 NVYOs providing planned programmes to negotiate the difficult transition from childhood to adult life. Increase in funding clear evidence of our support for the voluntary sector.

Millennium Volunteers (MV)

Encouraging voluntary activity among young people, through flagship programme, MV. Offers the chance to contribute to communities, and learn new skills. Develop into more mature people. And be part of a local community.

Increasing numbers of young people will become Millennium Volunteers - enhances employability - have fun - learn new skills.

Millennium Volunteers Awards will recognise achievements and commitment. An MV on your CV will show evidence of the softer skills that employers value so much. Look at the recent report from National Skills Task Force - emphasises importance of key skills.

Millennium Volunteers must change the image of voluntary activity that some young people have. Bring opportunities to many who would not have thought of volunteering. Employed and unemployed, those with disabilities, ethnic minority groups, at school and university. Learn from diversity. Millennium Volunteering will change values and beliefs.

Millennium Volunteers must have credibility. To achieve that, a very wide range of high quality opportunities accessed by all who become involved.

30

Already thirteen demonstration projects. Announced the results of the first bidding round of £20 million and invited bids for further £20 million. Increasing numbers taking up opportunities from the summer.

I send voluntary sector a message of Government's support. You are great innovators, bringing enthusiasm and commitment to your work. Value your role and look forward to continued close co-operation and partnership.

Partnership

Partnerships are key in helping get the best start to adult life. Urge local authorities to actively work to refocus youth services to join together with other agencies - not just voluntary organisations, but, eg, careers and social services - in helping those in need. Many have done that, but more can - needs - to be done. Fact: the audit showed 70% of local authorities already worked with careers and probation services - 90% with social services.

By this kind of refocusing tackle social exclusion and promote social inclusion. Problems of social exclusion don't fit neatly into the portfolio of one department or organisation. Need to work together to develop consistent, combined policy.

Consultation Paper

Tackling social exclusion is a key objective for my Department and underpins current policy, including youth. You've been waiting for consultation paper for some time now. Not sensible consulting on the youth service in isolation.

Social Exclusion Unit

Worked closely with Social Exclusion Unit on report on young people (aged 16-19) not in education, training or employment. The Neighbourhood Renewal Policy Action Team (12) on Young People reporting later this year on joined up provision in poor areas and areas of disaffection.

Additionally tackling youth disaffection, re-engaging young people in learning; and ensuring all young people in education, training or work through refocused careers service, New Start, and New Deal programmes.

Prevailing Circumstances/Attitudes Among Disaffected/Socially Excluded Young People

So what are the prevailing circumstances/attitudes among disaffected/socially excluded young people:

- often have same hopes and expectations as others; home, family, job. Need to offer supported transitions into adulthood, independent living. Abrupt withdrawal of support from vulnerable at, say, 16, unlikely to enable them to succeed.

- they see learning as vital to improving circumstances, but must create right pre-conditions for participation and achievement in learning. Improving co-ordination among our advice and support services, and providing easier access is starting point.

- disaffected/excluded need to relate learning to experiences, interests and immediate priorities. Experiential learning, such as peer mentoring, and tailored, flexible packages of learning, delivered in innovative environments (e.g. art, sport, the community), backed up with Key/Basic/Personal skills training can be effective in re-engaging non-learners, and the disaffected.

New Start

New Start initiative and Learning Gateway key strands of Government's strategy to improve participation and achievement in learning - Investing in Young People (IiYP)

IiYP covers 16-19 year olds and focuses on those not in learning or in danger of dropping out. Much already achieved under New Start which motivates and re-engages 14-17 year olds who have dropped out or at risk of doing so. Important part of New Start is funding local partnership projects to build on and draw together existing initiatives.

Learning Gateway

Building on lessons learnt from New Start Partnership Projects, plan to introduce from September, Learning Gateway for hard to help 16-17 year olds who need substantial support to enter mainstream learning.

Key elements include outreach work, involving close co-operation between Careers, Youth Service, Voluntary Sector. Assessment and guidance, and innovative activities.

Provision of personal advisors providing 1-to-1 support at heart of Gateway. Bring young people into contact with support agencies, monitor progress and help in drawing up an Individual Development Plan. Successful progression to mainstream learning opportunities.

Extra resources made available to Careers Service and TECs. Much to be done in a short time, but much enthusiasm for this. Will monitor progress, review and make changes as required.

New Deal

Government's determination to enable youngsters to fulfil potential exemplified in New Deal. Unemployment is harmful and hurtful to young people, it's damaging to communities and drain on the economy. We will not tolerate it.

In this hall are representatives of organisations already involved in parts of this programme. Thank you for commitment. Some people need more help and encouragement to succeed, all our responsibilities' that everyone in society given chance. New Deal is different from previous employment and training schemes - puts the person at the centre.

Allows Personal Advisors time to work with clients, help with job search or prepare for work experience and training. Gives access to specialist help.

New Deal focuses on what each needs to help re-connect with work. May mean rethinking how to look for a job, or suitable and available type of work. Longer term help, can be provided through four New Deal Options.

Options designed to develop young people by giving them valuable work experience and qualifications useful to the labour market.

New Deal recognises how damaging it can be to drift into long term unemployment.

Fact: the New Deal is a year old. In first year it helped 70,000 young people into sustained jobs. Further 64,000 received training or work experience to improve employability. Claimant unemployment in the client group fallen over 40% over year. Tremendous achievement, credit to all, who have given time and effort to invest in young people, our future.

Post-16 Review of Education and Training

Aware of review we've been carrying out of structures needed to deliver high quality education and training for all.

We have decided education and training system. Structures confusing. Contains duplication and unhelpful competition. Does not always respond to needs of individuals or deliver skills employers need.

Publication last week of White Paper on Post-16 Review sets out steps we'll be taking to put in place radical new structure to deliver high quality opportunities. For individuals to realise potential, and economy to be competitive.

It will encourage wider participation in education and training to make real progress towards vision for more inclusive society. Unsure that all young people have opportunity to fulfil potential.

Substantial improvements in numbers gaining qualifications, more to be done to keep young people engaged in learning, to stop disaffected from opting out, and to help opted out come back into education.

Young people deserve chance to be better qualified and have best start to working lives. Too many stop learning at 16, many before then. Will significantly affect chance of successful life.

Young people disengaged from learning or employment often face other problems - crime, offending, financial. These make return to mainstream living more difficult and reinforce need for quality support and guidance.

Must increase numbers continuing in education and training. Must reduce post-16 drop out level. Must increase attainment levels. Must make education and training more accessible and interesting, especially for alienated and excluded. These new arrangements will do that.

Education and training will be driven by individuals and employers, not suppliers' interests. Will ensure that it's more relevant, to the needs and interests of young people, and the needs of employers.

Must also provide young people with help to make the right choices about learning, and a smooth transition from school to further education and employment. Building on Learning Gateway and Excellence in Cities, we intend to create new support service for young people.

Youth Support Service

New service will provide a comprehensive structure for advice and support for 13-19 year olds. Will improve coherence of what's provided through Careers, youth service and other agencies.

Will help smooth transition from school to work or further study. And will cover all young person's needs - making links with voluntary organisations and activities.

But creating an inclusive society requires us to work together, to give fresh opportunities to those who've become disillusioned or at a disadvantage.

34

Voluntary sector provides important links with hardest to help. Working in partnership, voluntary sector has an important role to play in planning and supporting access to learning. New arrangements also bring new opportunities for you to become involved in planning and delivering post-16 education and training.

I value greatly the work which you are doing. White Paper acknowledges many examples of excellent work. Shows clearly that effective advice and support can make a difference. Quality provision not available consistently countrywide.

Should build on best practice; share good ideas and develop skills so that all benefit from high standard of support.

Consulting soon on detail of what service might do and how its role might be co-ordinated with other relevant agencies. Let us have your views.

Lifelong Learning

All this contributes towards goal of a "learning society" where everyone continues to learn throughout life.

Why? Unqualified, earn 20% less than average; 25% less than those with A-levels; 50% less than graduates. If you lack skills and qualifications, you lose out. Learning is key to hope, ambition, satisfaction, prosperity, success. A key everyone should have.

Pleased to report excellent progress with 'learning society' agenda:

- extra places in FHE by 2002;
- generous discounts for individuals who plan learning through learning accounts - and for employers who invest in the accounts of their employees;
- the University for Industry - bringing learning to home, workplace and community - launched in autumn 2000; and
- extra £250m this year to help up to 160,000 through Investing in Young People strategy, including Modern Apprenticeships and National Traineeships.

Together I'm sure we can all make a real impact on the lives of the young people most in need.

REDEFINING LEARNING FOR THE NEXT GENERATION

Valerie Bayliss, Royal Society of the Arts (RSA)

I want to start by asking you whether you expect the education system of 2020 to look much like the one we have today. My guess is that few of you would answer other than by saying that it's likely to look very different. That is, you understand that the world is changing and that education has to change too.

If I went on to ask you what it would look like in 2020 the answers, if my recent experience is anything to go by, would be diverse and, I fear, somewhat unfocused. Something would certainly be said about the impact of technology. Beyond that there would be little consensus, not just on alternative visions for the future, but even on the factors that might affect the course of change. We are a pragmatic race, and in education more than other areas there is not a strong tradition of visionary thinking. And these days debate about where education might be going always gets bogged down in discussion of the short term impact of whatever batch of reforms is being forced onto the system by the government of the day.

This is, to put it no higher, a pity, because we are I believe coming up to one of those great staging posts in history where we need to look at the really big questions about education. The strategy plant is not one that should be pulled up by the roots very often. But it does need looking at occasionally. We have had a flood of education reform for fifteen years now but we have not looked at the fundamental strategy since 1944, which suggests it might be time for another look. And the questions that need to be asked are - 'what is education for? What do we want education to do for the young people we require to undertake it?

I came to believe these questions need debate through running a two year study for the RSA on what work might look like in 2020. It became clear very quickly that the analysis was throwing up issues about life, not just about work, and that education was a central issue. What I want to do now is to share with you, albeit very briefly, the conclusions of the RSA study and then to look at the implications for education.

Our first conclusion was that the days of the 'job-shaped job' - working for an employer, often on the 40/40 model - are numbered. In 20 years' time it will be almost unknown. Very few people will have conventional jobs. We are well down this track already. Over 70% of the new jobs created in the last 5 years have not been conventional full-time or permanent jobs.

Second, flexible working, in every sense, will be the norm. People will move along a spectrum of activity embracing an infinite variety of working patterns: more will work 'for' themselves, rather than 'for' someone else; even where there is a long-term employer, the relationship will often focus on delivery of a specified output rather than on attendance at a fixed time and place to carry out a fixed role. The home will be the place, or base, for work for at least part of the time for more people than we can currently imagine working this way. More people will work for more than one employer at a time. The labour market has always been a complex and shifting phenomenon; it will become more so.

Third, that flexibility will also affect the way we think about the structure of the economy and industries. By 2020 it will be hard to tell the private, public and voluntary sectors from another or, in many cases, to define industry sectors as we do now. The reasons are on the one hand the spread of the virtual organisation and the emergence of new forms of national and international mobility as technology abolishes the limitations of geography; and on the other the growth of an intermediate labour market - non-profits, community businesses, co-operatives etc - to meet the wishes of some workers for alternative work methods and more importantly to fill the gaps left by the mainstream economy, which won't provide enough jobs to go round. People's careers will go where their skills take them.

Fourth, more people will welcome and expect flexibility in their work. They will expect more family-friendly working, not least because they see that technology makes it easier to organise. Business and governments will want it as the costs of not having it rise and rise. People will want to spread their working/earning lives over more years than they do now - one of the consequences of better health and longer lives.

Fifth, the effects of all these changes will spread far beyond work. The great revolution of flexibility will blur the boundaries between life and the part of life that is work. The skills people will increasingly need at work are also the skills they will, to take just a couple of examples, need to be successful in personal relationships, to manage their dealings with a whole range of organisations that will themselves be operating in new ways.

Why did we conclude this is what is going to happen? Mainly because all the factors that are pushing in this direction are already well-established and will continue to be influential.

Pressures from globalisation and open markets will continue to demand that organisations of all kinds do more for less. This isn't just something for business. Governments will take the same view, because of tension between providing public services and paying for them. Pressures to re-examine the way work is done will be constant. Both the public and private sectors are already changing their views on how best to organise their business as

37

work increasingly moves across boundaries. In 20 years' time it will be impossible to make assumptions about what work 'belongs' to any particular kind of organisation.

Meanwhile technology is already changing our understanding of how work can be organised and managed, and where it can be done. There will be new goods and services, shorter product life cycles. Most important, technology will impact on the psychology as well as the geography of work. Peter Cochrane of BT talks of work as 'not a place but an activity that can be conducted anywhere'. Technology is already challenging our understanding of what constitutes expertise, where you put it and how you manage it. I don't think we can over-emphasise the potential of technology - not just ICT - to impact on work.

Nor can we ignore the information explosion. It is hard to get one's head round this, but it is already a huge influence on life and work and will become more so. Where a century ago the volume of information and knowledge was thought to have doubled in a century, and is now thought to double in a few years, some have calculated that by 2020 it is likely to double every seventy-three days.

And let's not overlook social attitudes. The workers of 2020 will have been brought up in a more technology-driven world. They will expect to work in a technology-driven way. We know that the easy assumption that there are no more jobs for life is affecting young peoples' expectations about their working lives; they hanker for security, but don't expect to get it; they expect to work flexibly, and rather like the idea; and they expect to have to look after their own interests in areas where their parents might have looked to an employer - social insurance, pensions and education and training.

I've been describing the knowledge economy. The world in which it sits is not a comfortable one: an uncertain world which offers great opportunity to many but which some will find threatening. In all the uncertainties about the future, however, there are two things about which we can be certain. One is that the effective platform of general education that people will need to function successfully, in and beyond work, will continue to rise. More people will need a better general education than at any time in the past.

The other is, as I have already said, that we can already see this new world coming, and fast. Work, and life, are redefining themselves. And we have to redefine learning too. The case for taking a strategic view of developing education for the longer term seems to me incontrovertible. We do need a view on what education should be about in 2020.

There is a huge amount that is going to have to change. We are still educating people for the Victorian economy and society, in spite of the great wave of reform that has washed over schools in the last fifteen years. A Victorian teacher could go into a school and recognise the aims and organisation and the processes underway. Basic philosophy, structures and organisation have not altered. The curriculum still assumes that there is a quantum of information and knowledge which will equip people for life. The pattern of the school day and year are those of an agricultural society. The expensive physical plant of schools is still closed more than it's open. The addition of IT has been just that - an addition. We are not using the opportunity to rethink how things are done. People working in education tend to assume they have been subject to enormous change in the last fifteen years or so. In some ways they are right. But as a Dutch educationalist commented to me recently, teachers think they have changed but their jobs have actually changed less than almost anyone else's. The fundamentals of education have changed very little.

This is I know harsh criticism. It is certainly not aimed at the teachers in our schools who are coping with the initiative of the week. It is a criticism of the failure of society to address seriously the long-term future of education: well beyond the standards agenda or even school improvement as we now know it.

So how should we be trying to change the way we do things? For me, the starting point has to be the curriculum, because that is what answers my central question about what education is about, what it's for. In this area, we are miles off an implementation path for 2020. We are still using the curriculum to drill quantities of information into children's heads. That is largely what is assessed - and what matters in education is what is assessed. Of course there has been much work on development of key skills in the last 20 years, and schools have always had a role in socialisation. That's important, but in formal terms it's been, and in spite of recent improvements remains, on the margins - largely outside the assessment system.

This isn't going to help young people to manage life in the information age (and how do you define an information-based curriculum when information is expanding at the kind of rate I mentioned just now?) Nor will it develop the sophisticated set of competences they will need to succeed in it. I am talking here about competences - defined as the ability to understand and to do - which range all the way from the basics, high levels of numeracy, literacy and IT skills, and understanding how to learn, through areas like understanding of scientific method and the concept of proof, competence to manage change, competence to manage risk, competence in communications and in team working and team building, competence in evaluating and synthesising information and in applying critical judgement - these are just some of what will be required.

We need a curriculum for 2020 which is led not by the acquisition of subject knowledge - though the content must be there as the medium for learning - but by the development of competences like these. Working out what the competences should be will give us a much better answer to the question 'what for' than what we have now. It is also, I would emphasise, a curriculum focused not on what is to be taught, but on what is to be learnt. There is a world of difference in these two starting points, and a switch from one to the other would be the single greatest force for change - and change in the right direction - that I can think of. The move would take us into a whole new mind-set.

Next, the education system must take seriously the fact that people are different. We should recognise that in an increasingly sophisticated world, we would do well to revisit our concepts of intelligence. It wouldn't be a bad idea to begin by taking seriously Howard Gardiner's concept of seven kinds of intelligence or Daniel Goleman's of emotional intelligence. What is important about both these approaches is that they reflect understandings of reality. Goleman is especially persuasive, I believe, on the way in which individuals need to develop their emotional intelligence to meet the needs not only of their personal lives but increasingly the demands made by their employers.

By taking these concepts seriously, I mean making active use of them in teaching, learning and assessment. The value system in teaching and assessment remains very narrowly based, in spite of the attempts, now partly reversed, to recognise through GCSE a wider range of abilities than the very traditional ones we label 'academic'. James Burke has suggested that 'Instead of judging people by their ability to memorise, to think sequentially and to write good prose, we might measure intelligence by the ability to pinball around through knowledge and make imaginative patterns on the web' - by which he means not the Internet but the great web of knowledge that is expanding around us. I would argue for an education which respects and develops the talents of every individual, and which does not assign them into artificial hierarchies of esteem.

Recognising the existence of different forms of intelligence has implications for the way we organise schooling. Schools function like a sausage machine. Children come in at one end and go out at the other. In between we expect them to progress at much the same rate in doing much the same things in much the same ways. This is the educational norm, and it tells us again that schools are about teaching rather than learning. But why on earth should we expect this to work? We show little understanding and less respect for the fact that people learn in different ways, and we can't resist giving different values to different ways of learning. A good example is the treatment of work-related and work-based learning as a second-class option, a deficit model for those who 'can't cope' with the standard curriculum. It is good to see some diversity creeping into Key Stage 4, but there is a long way to go. The same applies to experiential learning of the kind that Brathay does so well; seen essentially as a nice-to-have bolt-on, a treat perhaps but not understood as something that ought to be a part of the central curriculum - and, by the way, not just in terms of the ways it helps people learn but in terms of what it helps them learn.

We will not be educating our children adequately in 2020 unless we are able to define for each of them an effective personal learning style, and organise their education accordingly. That sounds like a tall order but is not impossible (especially with modern technology in support). Remember Henry Ford and the cars he offered, and the contrast with what you can get now. The idea of mass customisation is well-understood in some areas. Why not in education, which is so much more dependent for success on the individual's own characteristics?

We also need by 2020 a system that recognises that schools are not the only places where people get educated. The curriculum and assessment have to find ways of drawing on the world outside school. In doing so it should become possible to engage parents actively to a much greater extent than we do now. Then there is the question of integrating ICT fully into the delivery of education, using its potential to do the things it can do well and letting skilled teachers concentrate on the interventions they can do best. And in turn that opens up possibilities for new kinds of school organisation, for drawing the community as a whole into our children's schooling, - I could go on, but there isn't time.

Is such a model practical and deliverable? Let me answer that in two ways. One is to say that in many countries round the world, this kind of approach is being taken very seriously indeed and in some is already in operation, or nearly so. In New Zealand, and in parts of Canada, the USA and Australia there are recognisable parallels. Similar developments are on the way in most of the Scandinavian countries and in Poland. In Hong Kong, achieving a stated range of competences is now a requirement for obtaining a university degree and the same system is being piloted in schools. If others can do it, so can we. And the second answer lies in the responses of the many heads and teachers who have contributed to the work I have been doing with the RSA who are firmly of the view that a competence-led curriculum is not only right in principle but entirely practicable.

Developing our education system on the lines I have described - with a competence-led curriculum, the focus on learning rather than teaching, recognising a range of intelligences and learning styles - could not be done quickly. It would take investment of money and time. But I believe this radical change is a necessity. The reforms of recent years have focused largely on standards and structures. These are important - standards especially; but they have almost nothing to say about whether the system can help students become capable of meeting the more complex demands that will be made on them in the future. Going down the road I have proposed might, with luck, help us redefine learning in a way that makes sense in the next century.

THE UNION PERSPECTIVE

Mark Holding, Trades Union Congress

I'd like to start by thanking Brathay for inviting me to speak here today. I'm no stranger to being under canvass in the Lakes – my family came here on camping holidays every other summer until I was sixteen, all seven of us. I have some fond memories of these Fells – and some wet ones!

From the outset can I disabuse you of one possible impression. I am not here as the 'voice of yoof'. First up, being over thirty disqualifies me from that task – 'Middle youth' would be the kindest way of putting it. Although age seems no barrier to the new Independent on Sunday Editor keeping this 'voice of yoof' mantle.

And second of all, I don't think there is such a thing as 'the voice of youth.' I much prefer to talk about young people than 'youth', because it emphasises the heterogeneity of young people. We need to generalise, not least at events like this, but we should be wary of tarring all young people with the same youth brush. Labels like 'Thatcher's Children' and the 'Me Generation' are especially dangerous. In my experience they often say more about the people using them than the people we *meant to describe.*

So, I am not here as the 'voice of yoof.' My task is much more modest – to give you the benefit of my experience of the last two years as the TUC Youth Officer, responsible for trying to encourage greater union membership amongst young people – 'to help sharpen union's youth appeal' was how my JD put it.

The crisis unions face qua young people mirrors the crisis of participation and citizenship of society as a whole qua young people, so the lessons I've learnt should be of some relevance to your discussions here.

- Unions face low levels of membership amongst young people – they are half as likely to join as older people, and the gap is widening.
- Unions face high levels of ignorance amongst young people about what we are and what we do, and there is a sense of irrelevance to the lives of young people.
- And unions face some negative stereotypes – the male, pale and stale image.

On the other hand, when we surveyed young people's attitudes to unions three years ago, though all the above were confirmed, we also found a high congruence between the values of young people – dignity and respect – and union values.

That was the critical starting point for the work I have undertaken, because it suggested that the root cause of the crisis of young people qua unions lay on the union side. It forced us to ask ourselves why unions were not engaging with young people, rather that why young people were not engaging with the unions.

In the time I have left I'd like to quickly outline a couple of key projects I've been involved in over the past 24 months and then draw out a few common lessons which, I hope, will provide you with some useful food for thought.

1. The TUC Organising Academy

Our academy is now in its second year, and was set up to train up a new generation of union organisers, and to equip them with the skills and experience necessary to help reverse the last two decades of union membership decline. Young workers are not the only focus for this organising drive, but a central arm, from the outset, was that the profile of these new organisers should reflect the profile of the current and future work force – we wanted to challenge some of those male, pale and stale stereotypes I mentioned earlier.

And we wanted to find people who had the energy and commitment to challenge and re-invent the received union wisdom about organising and recruitment. To be catalysts of change within our organisation. Our recruitment ad for the Academy said, "WANTED! Organisers with Attitude!"

So we were pleased to achieve an average age of 26 for Year One trainees and 29 in Year Two – considerably younger than the typical union officer. And we were even more chuffed with the success of our Year One trainees who collectively boosted union membership by 15,000 and ¾ of whom found jobs as union organisers and recruiters at the end of the year.

We put this success down to two things:

a) A wide selection/recruitment process including:
   - skills based search;
   - assessment centres; and
   - new opportunities for people inside and outside the union movement.

b) Our training programme, which combined 1 month of residential classroom training with 11 months of 'on-the-job' experience alongside experienced union workers, assigned to steer and foster their hands-on development. Although I'm no training expert, it seems to me that much of our approach shares a lot with the experiential learning approach which you are concerned with.

2. TUC Youth forum and TUC Youth Conference

When the TUC appointed me as its first dedicated youth officer two years ago, it made some significant changes to its structures for young people, at the same time.

The Youth Forum was previously 'elected' at the annual Youth Conference – 16 places, rarely contested – where attendance had fallen to three or four people every quarter. The changes included:

- Opening up nominations to 1 per affiliate;
- Giving the Forum the job of becoming a task-oriented body rather than a talking one; and
- Focussing its attention on union recruitment issues as well as workplace issues for young people – e.g. the minimum wage.

The Youth Conference was previously a delegate, motion-based conference. Motions were rarely controversial and rarely written by the young members themselves. There were lots of 'presentations' by TUC General Council members and the delegates hated it – feedback was terrible, *'boring, boring, boring'*.

- We took out the resolutions;
- Asked Youth Forum to pick out priority themes for panel discussion and workshops;
- Added in a social component and this year a training element; and
- Kept the number of 'non-young' participants to a minimum – Youth Forum members chair it and facilitate it.

Youth Forum attendance has now tripled and the breadth of representation widened. It is now involved in the TUC Organisation and Recreation projects and making a success out of the new-style conference set-up. It is beginning to initiate its own campaigns such as Union Festival Summer, Student Recreation Campaign, etc. This has had a positive knock-on effect on our affiliates as new member structures have emerged and old ones have been reinvented, e.g.:

- BFU
- GMB
- UNISON

My closing remarks summarise some of the key learning points I have picked up from the last two years' experience – ingredients of modest success!

Less formal structures:

- more emphasis on networking;
- balanced by desire to be 'treated equally';
- we are still getting this balance right.

The importance of building in learning opportunities.
- training is always well received;
- young people are thirsty for new skills.

The way of learning is important – not 'taught like school'
- by doing;
- from each other;
- with classroom a safe space to take risks;
- need for professional training delivery – 'experiential must not become experimental'.

Let young people set the agenda and take responsibility:
- all the suggestions for changing the Youth Forum and Youth Conference structures originated from the previous Youth Forum, including the suggestion to appoint a TUC Youth Officer!!

Don't underestimate the aspirations and motivation of young people:
- ask if the apathy you see is actually in the eye of the beholder (TSA Debi Roker Study)

The Academy found no shortage of capable and committed young people.

And we learnt how valuable a learning experience work is itself, as is involvement in unions. In particular, there is a striking similarity between many of the interpersonal and communicational skills developed at the Academy and in the bread and butter life of the union representative and those identified as key skills of citizenship.

Trade unions could and should have a central role in helping schools, colleges and community organisations to deliver the Government's new and vitally important citizenship education curriculum.

I'll end with what we term the Organising Motto. We stole it from our Australian comrades and it has served me well as a guiding principal for my youth development work:

> *"Don't do for someone,*
> *Anything which they can do for themselves."*

THE YOUNG PERSON'S PERSPECTIVE

Andrew Cossar, British Youth Council

Can I start with saying that our chairman, the chairman of the British Youth Council, Martin Wilson, who was originally intending to make this speech, asked if I would briefly apologise that he wasn't able to be here. I know he was very keen to be here with you at Brathay. I do also hope that you'll bear with me if parts of what I have to say are not as polished as they might be. I first read the material for the conference on the train yesterday afternoon. Valerie mentioned earlier she was looking for some training, maybe, on her speaking skills in a hot marquee. Maybe I need some training for forward planning.

I am delighted to be here. I hope I'll be able to give you some insight into a young person's view of experience and learning. I did appreciate it when Mark said there is no such thing as the 'young person's view' because that is a point with which I agree, and I suspect most of you would agree. There are over 7,000,000 16 to 25 year olds in this country and it would be ridiculous to imagine they all had the same beliefs and ideas. They have a diverse range of opinions, and what I'm hoping to be able to do is share with you some of the overall themes which we honestly believe feature highly in young people's opinions on education and training for life.

To start with, I would like to say a little about the British Youth Council itself. BYC is the national representative body for young people aged 16 to 25 in the UK. It aims to represent the diversity of young people's views and promote the increased participation of young people in society. It is very much run by young people. All the trustees are like myself, 25 or under. We have more than one hundred member organisations ranging from youth organisations like the scouts and guides, to youth branches of other organisations such as the trade unions, political parties, faith groups and charities. We are also involved with a network of 450 local youth councils across the country. Many local youth councils are in the areas from where you come today. One of BYC's main areas is in promoting young people's participation throughout society and the kind of participation that we're looking to promote demands a range of personal and social skills. And we often recognise that these are best learnt through experience. I've just spent the weekend as part of a team running a BYC training course. There were 9 young people involved from across the country. Our approach to training is very much one where the participants are working together in groups with facilitators. And they're learning from a range of exercises and sessions where they get a chance to explore a range of materials. The training is really to develop their own skills as facilitators in the hope that they will be able to go back to their own local groups and use these new skills and share these new skills with people there.

I was also listening with interest to everything that the minister was saying earlier and more broadly to the government's views on education. I would have to say BYC does welcome the government's recognition that education is more than just schooling between the ages of 4 and 16. We strongly support the proposals for increasing citizenship education within schools. BYC believes that young people learn many skills most effectively through their own experiences. And as I've said, we think the government's doing not a bad job in providing some opportunities for lifelong learning. Presumably, then, I could just finish speaking there and go and sit outside in the sunshine with my rose tinted spectacles on. Well, perhaps not. This is - if Mark hadn't already used this gag - this is where I would be taking off my mask, too, and revealing the real me underneath. There are some problems with the way people are talking about experiential learning which I would perhaps like to discuss briefly.

The first one is the way it is discussed. The skills being taught are almost always described as being about enabling young people to become the leaders of tomorrow, to develop their future potential, to avoid social exclusion in the future. The second problem I have is that the focus is on experiences being provided to young people. Young people are seen as people receiving education and training and the experiences are sometimes artificial, and have been created for them to undergo. We do believe at BYC there is a basic assumption underlying both of these points. And that assumption is that young people are unable to make a meaningful contribution to the leadership of society today, not in five years time or ten years time but today. We believe that young people do have the ability to make a contribution to the society of today, and we believe that assuming that they don't does have serious consequences. Young people believe that their views are ignored by politicians, they feel excluded from discussions in their communities.

It's such a vital area that we've carried out research a short while ago and we found that our fears were very much confirmed by the responses received. Young people do feel alienated and it's clearly borne out by even something as simple as voting figures. Only 50% of those able to vote amongst young people in the 1997 general election actually did. Obviously voting percentage turn outs are going down. But in every case the percentage of young people voting is falling well below the overall turnout. In our view an assumption like that - an assumption that young people can't contribute - has to be examined very closely. And we don't believe it can be sustained. The British Youth Council itself is, as I've said, youth led, our trustees are all under 25, and we've been running now for 50 years, and are regarded internationally as one of the world's leading national youth councils. I would like to challenge the government and everyone involved in working with young people to consider whether they're holding the assumption that young people have nothing to contribute to decision making today. It may not even be a conscious decision; it might simply be something that manifests itself in a view of young people as consumers and not decision makers.

And I found it interesting earlier, when the minister was speaking. Even when he was speaking about the need for the youth service to consider what young people wanted it was in a context of young people as consumers and not as decision makers of their own. I would like to challenge the government and everyone involved in working with young people to consider what they can do better to allow young people to participate in decision making. BYC believes that there are a number of changes needed. Firstly, there needs to be a continuing expansion of citizenship education. Now, this is something that the government is clearly looking into. But the sad fact is that at present less than a quarter of all young people receive any citizenship education. And it isn't just an issue for central government through the education system. Good citizen skills are in many ways the kind of personal and social skills which any organisation involved with young people should be trying to develop, and in many ways they're the kind of skills which experiential learning is particularly suitable to providing.

Secondly, youth opinion needs to be recognised as valid and relevant. Government and other bodies working with young people need to ensure that young people are fully consulted. This might mean that structures are developed and resourced to allow the full breadth of young people's views across the country to be considered. The kind of structures I have in mind are not a fixed youth parliament system but a range of structures. As I've said, the British Youth Council is involved with a network of local youth councils around the country. And these provide young people with a voice in their own area. At a national level, participation could range from simple things like polls to identify what young people genuinely believe, to work through organisations such as BYC itself. And within organisations, structural change may be as simple as removing out-moded practices which pose barriers to young people's participation. The points which Mark was making earlier about the approach being adopted in the trade unions very much ties into this kind of thing, the need for structural change. And ultimately we do believe that young people should have a chance to be involved in decision making about every aspect, every issue, which affects their own lives. It should be a concrete involvement, not merely a token effort to placate what could be seen as an annoying group. Young people should be able to achieve visible affects and direct real resources to do this.

For those who feel that this last proposal is unrealistic I would like to share briefly with you the approach which was adopted in South Africa. I must admit I'm a little nervous about this because I know that there are a number of visitors here from that country. No doubt if I get it completely wrong then they'll be the first ones to tell me. As I understand it, early in the post-apartheid government, Nelson Mandela recognised that in rebuilding South Africa there had to be a strong focus on young people. And more than this, young people had to be involved as a core part of the process. Young people were nominated from throughout South Africa to serve on a national youth commission and ultimately nine commissioners were confirmed for parliament. The commission then went away, consulted widely, and drew up a national youth policy. This youth policy was then adopted by the South African parliament, and is being implemented, with the commission retaining a strong role in research and consultation with young people, and ensuring that the South African Government does stick to this policy. We feel this is a model for young people becoming genuinely involved in policy making at a national level.

Now, I don't think that anybody would suggest that the situation facing young people in the UK is anything like the scale of the difficulties which clearly faced South Africa. There are many differences between the two countries. But I cannot believe that young people in Britain and South Africa are so comprehensively different that somehow those in Britain are unable to make decisions for themselves.

What are the benefits of allowing young people to become involved in decisions relating to their own lives. First of all, as they become active participants, the alienation from the political process is reduced. It cannot be good for our democratic political system to have a significant proportion of society feel so detached from that system. Young people are a resource for our society. They bring enthusiasm, new ideas, and a fresh perspective to problems. Where decisions are taken about young people it must be vital to have the best information, and surely young people are the ones who can provide that.

Coming back to our core topic, experiential learning, providing more opportunities for young people to participate in decision making obviously has immense impact here too. Real life projects run by young people are an intensive learning experience. I don't know if you've ever done one but they're quite scary as well. Ultimately, if young people are being excluded from playing a full part in decision making they are missing out on such a fantastic opportunity. To be blunt, any approach to experiential learning which does not include real life decision making is only dealing with half of the issue.

To sum up, our view is that experiential learning is an excellent technique for young people's personal development. However, it will not satisfy young people if the experiences are restricted to education and training contexts with the emphasis on skills for tomorrow. Young people need to have an opportunity to participate fully in decisions relating to themselves. The benefits of this are clear. It re-involves young people in the political process, it re-invigorates the decision making process itself, and it provides fabulous opportunities for young people to have genuine experiences. The consequences of not allowing young people to participate are equally clear, as they would feel more and more alienated from the system. Nelson Mandela showed immense faith in the young people of South Africa when he launched the national youth commission there. I would like to urge you to have the same faith in the young people of Britain today.

VALUING THE FUTURE – EDUCATION FOR SPIRITUAL DEVELOPMENT

Sister Jayanti, Brahma Kumaris World Spiritual University

Firstly, just a word of great appreciation for the courage of the Brathay team, for all of the things that have happened so far here. I have been finding that on the one side I resonate so much with what has been said already, and on the other side I am aware that that's the sort of trend that's taking place in the world. In that we are seeing a world not just changing, but a world in which perhaps a paradigm shift has already taken place. And so we've moved away from a paradigm of materialism that I think we can see doesn't actually work anymore. We're now wondering what is the next phase, what does the future have in store? Again, in a way, you'd say that that's true of any generation, of any age: there's a question mark about the future. But just to put things into context, some time ago - I think maybe it was in the late 1970s - I'd read a report that was called Global 2000, and this was prepared by a person called Doctor Gerald Barney and he had taken up a huge research project in which he was looking at the conditions of the world at that time and projecting into the year 2000. I've had an ongoing conversation with him at different times, and he is now the president of the Millennium Institute in the USA. He told me a little while ago that all the dire prophesies that he had made in his report - based on scientific evidence and research, population, resources, pollution, all of these external factors, in a sense - all of these things had been confirmed beyond his expectations even as we approach the year 2000. But there had been more ingredients that he hadn't taken notice of. For example, when he was looking at the scene he hadn't expected things like climatic changes to be happening and now that's become a major factor within the chessboard. I'm saying this to point out what Valerie told us this morning as a staging post. I would say it's a time of transition, a very major time of upheaval and questioning about where it is we're wanting our world to go, and what it is we see happening in the 21st Century.

When we ran a project asking people how they saw the future - this was at the end of the 1980's and at the beginning of the 1990's - our research project extended into 128 countries at that time. We had people come back to us saying that it was interesting that they didn't ask for a world of bigger cars, better buildings or anything like this. Not even technology, they didn't even ask for that. They were asking for a world of values. They wanted to see values come back into the world. That, of course, led us into a further development of that idea, looking at values in terms of education, looking at values in terms of the different professions of the world, and many different arenas. So it is a very special time in history.

I found this morning fascinating and I think the Geese Company must have ripped off a few masks. For myself also, that's the area I'm most interested in. What is it that's happening below the surface? And definitely in the path of spirituality, it's the exploration of our own inner world, and what's going on in terms of our thoughts, our feelings, our conscious mind, our unconscious mind, and being able to bring about positive transformation on all of those different levels. I felt it was a great way to make us look at both ourselves, as well as the things that we are involved with, and also look at what's happening in the world. I work on a principle that things begin in here and whatever is happening in here gets reflected in my world around me - my immediate world - but also gets reflected in the world out there. And so Mr. Fool creating chaos, I think, is absolutely right. If I look at the state of chaos out there, I don't have to ask the question why or how, but I know it's because there's chaos in here. Who can put right this chaos in here? It has to be my responsibility, no-one else out there can help me sort out this chaos. I have to take responsibility. I can be empowered, I can be encouraged, I can take inspiration. But at the end of the day, whatever tools it is that I am given, I have to work with those tools and work things out.

So, that is a very broad framework of where it is that the Brahma Kumaris Spiritual University stands. Just a couple of lines of further information about us. We started when the founder of the university had a vision, a vision of a better world, and a vision that inspired him to dedicate his life to helping others understand the role of spirituality in this spiritual dimension, and how that influences life. I have been involved with this since the 1960's. But it was in the 1990's that I began to get confirmation that I wasn't just a part of a very, very tiny minority who thought in this way. There's actually a very powerful, growing, quite vocal minority that thinks like this also. Two things gave confirmation to this.

Through the 1990's I've been seeing more and more an interest in the things of the spirit. Books related to spiritual development, self development. That's the fastest growing area of books in terms of non-fiction, both in the USA as well as in Europe. Meditation has come into the lives of not just *'young hippies'* but on all levels of society meditation is being acknowledged as something very useful. But it's interesting when the political scene takes on board something like spiritual values. In 1995, when there was the social development summit in Denmark, for the first time governments actually had within their statement, within their documents, that the cause of injustice, and the lack of equality was a factor of lack of spiritual values. It was through these, that there could again be hope for the future, and that the 21st Century had to be a century based on spirituality. Otherwise, what sort of civilisation could there be? Again, that's giving you a little bit of background about the things that I'd like to share specifically.

Spirituality and its connection with religion, I'd just like to make a statement about that. Firstly, because it's not always clear or understood and sometimes, in Britain at least, when you use the word *spiritual*, people have this vision of things floating in the air. I

51

don't know how many of you thought of that. But spiritual actually means an appreciation of personal values. And there is a clear connection to my relationship with the world. How I value my life, value others, and through that create a life in which I can be valuable to the community, and to the world. Through that also being able to value my own future.

I was very happy that the vision that the people who represented 'the young people', in particular, gave such a hopeful vision of the enthusiasm, and the motivation of young people today. So often I see a picture which is a little bit different. Generally a state of feeling of despair about the world but also a sense of demotivation about young people about the future; "What's the point of it?" "What's going on?" "What's going to happen?" So it was wonderful having people who shared a very positive sight. Because my own sense is that whatever is the vision I have, that vision is what I will realise, I will make into a reality within my own world, and the world around me. If my vision is that of hope, then that is the future we will create together. So, definitely, the vision I have is that at this transition point, at a time when really the doors open up, there's a huge opportunity that presents itself in terms of the information we have, the technology we have. Now the question is, what more do we need to create a future in which truly there is a better world for all of us. Not just for one part or segment of society. I think that it describes it very well if I say that the one thing that perhaps need changing absolutely is, instead of having cold hearts and hot heads, maybe we could change that around and have warm hearts and cool heads. Just simply a shift in that and it's going to be able to create something better for tomorrow for all of us together.

There's a number of different things that the Brahma Kumaris have engaged in, in terms of moving towards that better world. I mentioned that one of the ideas that had come up from our international project had been a world that was based on spiritual values again. Taking up that theme, what we did was to actually prepare a book that was called 'Living Values – A Guide Book' We found that this had a terrific response across the world. This took up the theme of a dozen values, and within that looking at the universal approach to those values. A little while ago we were given what was called 'general consultative status' with ECSOC, the Economic Social Council of the UN. I mention that to point out that the subject of spirituality is now being looked at in many different directions. The reason for our consultative status with the UN is because they felt that we had a specific speciality, that of our spiritual perspective and approach that was very much needed and valued at the UN. They challenged us when we wanted to dedicate this book, in terms of the 50th anniversary of the UN, that surely every religion, every tradition, had its own different values. We said, well within our organisation we work on a spiritual level and we find that people of all religions and all traditions come to us. People who are looking at the heart of faith and awareness. You come back then to the spiritual perspective, the spiritual approach, the thing that unites people; their hopes, their dreams, their aspirations. Across the world these are the same, they are universal truly. But also our fears, our weaknesses, our anxieties. They also are the same.

Another comment again that touched me very deeply when somebody mentioned it, was how the colour of our skin may be different, but the colour of our sweat, our blood, our tears is the same. And so there is a universal connection that binds us together as one human family, and the values that we all share, in fact, are actually the same. And when we discussed it with people of other cultures, we found that it was true. When we gave a statement about all these values we found that they were acceptable to people of all traditions and so that made the United Nations again step back a bit and think. One particular section or agency, UNICEF, came back to us saying, can we do something with this? What we're looking for is a way to be able to help children inculcate this, do something with this. We've been working for a few years about this, but haven't been able to make headway. We got together a team of global educators in New York from about 20 countries. Within two days they had been able to come up with ideas for activities that could aid values development within curricula, within schools. I won't go into more detail about that because there is actually a workshop that Peter Williams will be conducting in the next couple of days, on that topic of Living Values and the educational programme, and giving you a flavour and taste of those activities. But connected with that is the fact that there's going to be an education forum in Barcelona at the end of July. UNICEF also mentioned something else that was interesting. They said that if you teach a boy, you teach one boy. If you teach one girl, you educate a family. That's certainly true in the part of the world that I come from, and maybe it's true in other parts of the world. So we decided that again, at their invitation, we would have a programme specifically for young women, called 'Young Women of Wisdom,' in which we encouraged young women in their teens to take up concepts and ideas and work together and encourage their peers and work with those ideas of spirituality, and the application of spirituality in life.

Perhaps you are tired of hearing this phrase 'when I was young' but I'll use it nonetheless because the world was actually quite different and the young people I meet today, I see the challenges they face are far, far greater than anything I had to cope with. One little example of this. I wonder, what would I have done if there had been peer pressure on me to take drugs. Today, I don't know. I can honestly take off the mask and say, "Would I have said no? Would I have had the courage? Would I have had the wisdom? Would I have had the strength? I have no idea." It wasn't a problem for me, it wasn't a question posed to me: would I or not? Today, maybe it's one of the lesser things that young people are having to deal with. When I was dealing with young women, in coming together with the particular ideas for this group, they were sharing the things they had to be concerned with and are challenged by. They found that through a development of self-esteem there could be greater power, greater strength, with which to cope with all these things the world now thrusts upon them. My heart went out to Suzanne this morning. I would suggest that the course that Suzanne needs to go on is one of self-esteem of a spiritual nature. I know that for myself, facing the discrimination of race and gender in my teens. I think I would have perhaps grown up to become an angry person, maybe even a bitter person. But spirituality came into my life at a time when these things were just surfacing and through spiritual understanding and spiritual consciousness, I was able to deal with them in a very real way, and transform those energies so that I could come back to a state of appreciation of my own inner dignity and strength and move forward in life on the basis of that without being dependant or co-dependant. This is one of the ways in which spirituality is applied.

Another thing that we found is that between the 1980's and 1990's a shift that happened was demonstrated by a programme that we held some months ago called the reflective practitioner. That whole concept of reflective practice where, for example in the 1960's and 1970's, people thought that professionals were the experts and professionals could solve all the problems of the world. Well, by the 1980's it was very clear that the problems were multiplying, that the problems of the world were definitely not being solved by professional expertise. There had to be another dimension that came into it. This approach started at the end of the 1980's and today I see it working in many different ways, on many different levels. That practice in which you are not just engaged in your work but the practice of reflecting on your work; consciously taking a time to pause, a time to evaluate, a time to look back. And so this whole practice of reflection, of pausing, being able to look and contemplate and not just count the blades of grass in the contemplation, but actually to evaluate and learn and through that transform and learn and move forward. That again has been a whole area that has opened the door for spiritual understanding and consciousness. We see that very much as part of the process of experiential learning. The part in which it's not just information that's given and fed in but the process of education. That which is within being allowed to emerge and come through in my life and activity. So that sense in which I'm given that opportunity to look within, it's very much a part of that process in which one is learning to use one's mind in a constructive, creative, active process. Which is what the path of meditation is about. We have a programme coming up in the next little while which is going to be dealing with the theme of living values, young people, citizenship in communities in the 21st century. What was interesting for me in that was that there was a broad range of partners who came forward to say that this was something they were interested in doing. In particular, people working with the outdoors and aware that, in terms of their work outdoors, something very special happens to all people but especially young people. That is the awakening of the feeling of that which is sacred. Today when everything's on a materialistic level and we are assaulted by all the things around us in terms of just our senses and sensations, we forget that life is very precious, we forget that life is sacred, and not just human life, but all forms of life.

So the outdoors opens up the way for a young person in particular to get in touch with that which is sacred within, and be able to be aware of the presence of the divine in their own life. So we found that with organisations such as this, many different organisations, again they were very interested in the spiritual perspective, the spiritual development of young people in particular. This is why I am appreciating the courage of this particular organisation for the inclusion of spirituality in a very visible form within your conference here.

I'd also like to mention research conducted by the industrial society in their 2020 Vision Programme which reports on interesting views held by young people on major aspects of life and their future. Some of these things were touched upon in the presentations this morning but it's interesting that the comments we heard are also being reinforced by the research that's being undertaken. For example, many young people feel that there's a difference between learning, actual active learning, and being taught. Some feel that you are taught a lot at school but are not actually learning much at all. Young people often feel that formal education focuses too much on gaining academic qualifications rather than on equipping them with skills and knowledge for 'real life.' Within that, again demonstrated this morning, social and communications skills are rated as most important. Having the confidence to deal with different types of people, getting on well with people and being able to express yourself clearly, are all considered important skills for life.

It is the role of spiritual development within education that facilitates the development of communication skills and an appreciation of personal values. There is a clear connection between valuing the future, valuing my own future, valuing myself and valuing my own inner resources. All too often in a materialistic perception of the world, the spiritual dimension, and thus the inner resources of the self, are forgotten or under-estimated. The spiritual dimension includes knowing and valuing the self and developing relationships based on respect and trust.

One of the things that people are concerned about in terms of the immediate future is January 1st 2000. Meeting experts in terms of computer technology I hear two different sides of the same story. One side that tells me that January 1st 2000 will be fine, there'll be minor hiccups, but there won't be too many problems. Another side of the spectrum tells me that I don't really know what's going to happen and there's quite a picture of horror that's placed in front of us. Which ever way it is that I look at it, what would be the answer in terms of real life situations of dealing with that story? Even the picture of horror tells us there is one thing we have to focus on in terms of being able to prepare and move through that whole area of trauma and they use this word 'social cohesion'. I have a question about that, how does one create social cohesion? For me the answer comes in two words – respect and trust. I ask myself the question, how can I develop respect and trust? For me the answer is when I can value myself and respect myself, I can extend the same courtesy to my neighbour, to my family, to my friends. The chaos that Mr Fool has managed to create has been the destroying of respect for the self and, through that, respect around us. Respect on all levels has disappeared. To bring that back in again I have to begin here. Trust. Not a word we use very often nowadays. Somehow again that's disappeared. Again the starting point surely is learning to trust myself and then I can trust you, and then I can also win your trust. If you are talking about social cohesion and the movement towards a whole model of co-operation, which is surely what the future has to be, conflict is not an answer for civilisation, really it isn't. There's no civility in conflict. Competition - I cannot agree - competition is not the way for the future but rather co-operation. So social cohesion can only come about when there is that respect and trust, with which we learn to be able to co-operate together. And so the future depends upon these factors and I see that it's the spiritual dimension that can help us explore and understand and develop all of these things in our life.

The starting of spirituality begins with an enquiry into the unique workings of the self – a desire to know what is happening in my own inner world. As I reflect on the nature of myself, I begin to see the power of my own mind and my own thoughts. The human mind has explored outer space and experimented with and harnessed external energies. Spiritual development is the education through which we experiment with, explore, understand and harness the energies of inner space.

One begins to see how wide and varied the quality of our thoughts can be. They range from pure, powerful and positive, to mundane or weak and even downright negative. Our thoughts in turn create feelings and these determine the quality of our communication and relationships. Life skills related to communication and interaction with others are developed through knowing the self and learning to move thoughts and feelings in a positive direction. We are the creator of whatever is happening within our own inner world.

With positive spiritual development comes emotional stability and enhancement of mental abilities, such as concentration and the ability to discern and decide. Lack of concentration is often cited as a failing of the modern world. Not just because we've lost our spiritual power, but there's actually another powerful piece of research into this which indicates that the pollution of the water, the air, the atmosphere, the food. And everything contains, all organisms human or otherwise contain approximately 500 extra chemicals that we've absorbed. This is information from the World Wildlife Fund. These chemicals are influencing all the systems of the body and the brain, in particular the lack of concentration power, the lack of tolerance power, influence on memory. Looking at the mind and learning to focus its energy is part of the process of self-reflection. A mind that is undisciplined is unable to have clarity and so the capacity to discern clearly is hampered. Learning to 'filter' away wasteful and negative thoughts creates peace in which a situation can be perceived with a greater understanding of reality and meaningful decisions taken.

Clearing away the accumulation of the dust of negativity allows me to see the innate goodness of the self. As I see my own natural qualities by removing the layers of dust, value for the self returns. Through the process of healing my own emotions, my communication, interaction and relationships also change and relationships are also healed.

Our hope for our future lies in spirituality and values; in fact how else can there be a future? Education must return to the position of enabling the potential of each individual to be released and then we can move forward towards a better world.

What I would like us to do is have a few minutes of reflection time together in which I will ask you to just sit comfortably, find a position in which the body can sit still. You'll probably find that is when the body is in balance and the back upright; if you're holding things in your hands just put them down for a while. You don't need to stand on your head to meditate, you don't need to do any other postures or exercises, because reflection, meditation is very much to do with the mind. Letting the body be relaxed so that the mind can be free. I'll speak out my own thoughts and invite you to follow those ideas. As my body becomes calm and quiet I feel my physical energy moving into a state of harmony. I take the time to look inside my own inner world, looking at my mind. Many thoughts moving in many directions but even as I watch my thoughts they seem to slow down. I pick up on one of these thoughts, the thought of peace. I keep the though of peace and hold it. As this thought stays with me I begin to feel peace filtering through all the different layers within my awareness. I become peaceful and I can feel peace radiating through my body, healing, restoring, energising. I can feel rays of peace extending out, out into the atmosphere around me; out into the world, and peace begins to feel natural. I become aware that in fact peace is my natural state of being. This is who I am. In this awareness of peace I begin to value myself. I begin to trust myself. I keep this sense of peace and become aware of the present moment and the situation here but I stay connected with this feeling of peace.

This was a simple demonstration of that coming back to the innate quality of peace, but you can do the same with all the other values, all the other qualities that I believe are the essential components of the human spirit, because that truly is the state of all human souls. Goodness.

THE ROOTS & BRANCHES OF EXPERIENTIAL DEVELOPMENT

Dr Tony Saddington

Experiential Learning as a field of practice is vast. If we look at the range we see everything from farming to conflict resolution; from assessment to youth development; from practical skill training to theoretical models; and from personal growth to workplace training and development. All are labelled experiential learning - all are presented as being part of the experiential learning family.

What then counts as experiential learning? For some people it is all of education - for others it is narrowed down to a specific practice or curriculum model. The vast array of educational activities using the term experiential learning can be seen in Jane Henry's work.[1]

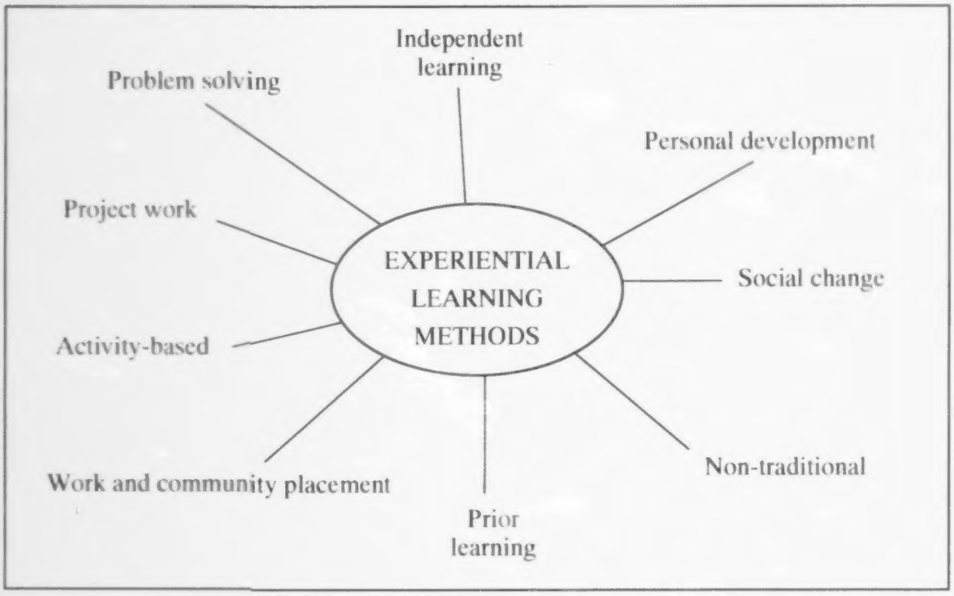
Independent learning
Problem solving
Personal development
Project work
EXPERIENTIAL LEARNING METHODS
Social change
Activity-based
Non-traditional
Work and community placement
Prior learning

Figure: 1

This wide range of practices can be fitted into various schema. In this paper I wish to use the metaphor of a tree - the tree of experiential learning - to categorise them. I will explore the roots and branches of this tree - the roots being the underpinning theoretical traditions and theories and the branches being the forms of practice we find ourselves working within. I believe that as experiential learning practitioners it is important for us to be aware of both the range of practices and the theoretical roots. These understandings will help us develop and strengthen our own practice.

The roots of experiential learning

The roots of experiential learning are many and varied. I will explore some of the roots using three of the five traditional philosophical roots of adult education[ii] [iii] - progressive, humanist and radical - highlighting the key values of each and their support of experiential learning.[iv]

I begin with a "map" of the three traditions showing the important assumptions held by each and their use of the learner's experience. For the sake of brevity the map has been simplified. While it represents the traditions coherently, albeit naively, it does so at the expense of the complexities of the real world of educational strategy. It is not an in depth analysis - rather a tentative "stock-taking".

THEORETICAL TRADITIONS AND EXPERIENTIAL LEARNING IN ADULT EDUCATION

	Progressive Tradition	Humanist Tradition	Radical Tradition
Social problem taken most seriously	Social change	Personal meaninglessness	Oppression
Underlying theory of social development	Reform	Self-actualisation	Social transformation
Best metaphor for educational process	Problem-solving	Personal growth	Empowerment
Key value	Democracy	Self acceptance	Freedom
What counts as "knowledge"?	Judgement and the ability to act	Wholeness	Praxis (Reflective thought & action)
The educator's task	Guidance	Support	Conscientization
How an educated person is described?	Responsible	Integrated	Liberated
Role of the learner's life experience	A source of learning and inseparable from knowledge	The source of knowledge and the content of curriculum	Basic to understanding the societal context and therefore the source of knowledge
Types of experience mainly used	Structured	Personal focus	Self in society

Figure: 2

The progressive tradition

The progressive tradition grew out of a reaction to liberal education in an attempt to respond to the social and political changes in the early decades of the 20th century. The emphasis of education changed from cultivating the intellect to focusing on individuals having a responsibility towards the society in which they lived. Education was seen as an instrument of social and political reform, which had a major role to play in the maintenance and extension of democracy.

The progressive tradition sees education as life-long and therefore "learning how to learn" is important for learners. They can then continue to use both the knowledge they gain from their own experience and the knowledge they gain from others and books in solving problems and bringing about social change. Experimental or problem-based methods are favoured because progressive education is about solving human problems.

Leading progressive educator John Dewey argued for education to be both liberal and practical. Common forms of progressive adult education include community development, participatory planning, community education, group dynamics and experimental learning.

The centrality of human experience in the progressive tradition means that the learner's experience is highly valued and is at least equal to the experience of others stored away in the written word. Knowledge is seen as inseparable from life experience and finds its validity in the degree to which it can be linked to or integrated with the experience of the learner. This supports the concepts of reflection and learning from experience which are basic to all experiential learning. This focus on what is useful to the learner changes the role of "teacher" to one of "guide". Malcolm Knowles describes the educator as a "helper, guide, encourager, consultant and resource" as contrasted with a "transmitter, disciplinarian, judge and authority".[v] Teachers are not the sole source of knowledge but can also learn from the knowledge and experience of the learner - they are partners in the learning activities. "The teacher is a learner, and the learner is, without knowing it, a teacher" (John Dewey).[vi]

One of the critiques of the Progressive tradition is that the focus on improving an individual's life in society can contradict and be in conflict with the creation of a more desirable society. This promotion of individual growth sometimes at the expense of the promotion of the good of society can cause this tradition to be seen as elitist.

The humanistic tradition

The humanist tradition has its roots in existentialist[vii] and humanist[viii] thought of the 20th Century. The underlying assumption of this tradition is based on the belief that human beings are inherently good. Existentialists claim that a person is not ready-made but rather a "designer of her/his own being and essence".[ix] Consequently the tradition focuses on the development of the whole person. Learning is therefore a process of discovery and experimentation with the principle goal being individual "self-actualisation". Self-actualisation is described as "helping the person become the best he (sic) is able to become".[x] [xi]

In this tradition the teacher acts as a "facilitator" and "enabler" of the learner's growth. Learning occurs through group interaction, participation, experimentation and discovery. The responsibility for learning is placed on the learner who is at the centre of the experience. Learner freedom and autonomy are linked to the concept of self-directed learning[xii] in the drive towards personal liberation and enrichment. The focus is on personal integration and psychological development - "it is education that has a lot in common with healing and it lives most comfortably in therapeutic contexts, encounter groups and counselling".[xiii] Forms of humanistic education include growth groups, encounter groups and self-directed learning groups.

In humanistic education experience is the source of knowledge and the content of the curriculum. As learners reflect on their own experience so they take possession of it in a new way and gain knowledge which is authentic because it is true for their life-worlds. This repossession of experience is a personal discovery of knowledge which enables the learner to become more whole (a "fully-functioning person"). With the focus in humanistic education on personal discovery and experimentation, the use of the experience of others, actual or recorded, is limited. It is useful only as it supports the learner's own discoveries or poses questions which require further reflection.

The major critique of the humanistic tradition is that it apparently ignores a less-than-perfect complex real world through its focus on personal development. There is also the issue of whether a learner-centred or self-directed learning approach is possible or even desirable in every learning situation.

The radical tradition

The radical tradition has its historical roots in various movements: anarchism, Marxism, socialism and the Freudian Left.[xiv] This tradition has two main strands - the Deschooling Movement[xv] and Paulo Freire's theory of conscientization. Whilst it can be argued that the other traditions are all political through "different forms of innocence"[xvi] it is the radical tradition that makes its central commitment explicitly political - education is part of social transformation. For this tradition, education is not neutral. It can only be understood by locating it in its structural and historical context.

With the exception of Freire, the main concern has been with schooling. Ivan Illich called for an elimination of schools because he felt that the mandatory nature of education oppresses and dehumanises people. Schools were seen as part of society's shaping of a person's "view of reality" and were therefore oppressive.[xvii] Illich's concern was for personal autonomy and the freedom to choose to learn. As alternatives he proposed "resource centres", skill exchanges, peer matching and a system of independent educators[xviii].

Central to Freire's work is the belief that societal and individual liberation are interdependent. The focus of education is on bringing about a new social order by changing the structures of society and liberating the individual from a false consciousness which is unaware of the structural and historical forces which have domesticated her/him. Reflective thought and action (praxis) are seen to be dialectically related. It is through dialogue and engagement in society that awareness and insight into the learner's world and social reality come about.[xix] The teacher is a facilitator who guides and questions instead of providing answers and directions for the learner. Freire described the true function of education as radical conscientization and called for a problem-posing approach to education as opposed to the more traditional "banking" form of education.

The life experience of the learner and a critical analysis of this are at the centre of this process of conscientization. As learners interrogate their own experience so they are able to reinterpret it and understand the societal context within which they find themselves. This understanding leads the learner to action, which again becomes experience to be reflected upon. Therefore life experience is the source of learners' knowledge which liberates them and provides them with the tools for changing the society in which they live.

Both strands of radical adult education believe in the need to develop forms and practices within the context of revolutionary action but we find few examples of their practice. This is mainly because most educators whilst challenged by Illich and Freire's writings are working within "stable" institutionalised education systems, where reform (rather than revolution) is the way to effect change. The major exception to this is Freire's work in Brazil, Chile and some other third world countries where the main thrust is literacy. Other examples of the radical tradition are to be found in A S Neill's Summerhill School here in Britain and the work by Douglas Reed on "the empowering learning process"[xx].

Whilst the radical tradition engages directly with the problems of political commitment, radical educators need to guard against the danger of using education solely as a political tool and ignoring the pluralistic nature of most cultures. Emphasising political revolution can lead to artificial polarisation and actually create conflict. "Co-ordinators" (teachers) need to avoid becoming the "experts" and slipping back into a teacher-learner relationship of dependency. This tradition has most powerfully challenged education as and when it has attempted to remain neutral. The empowerment of the learner in this tradition fits with the need to encourage learners to become more self-reflective and critical in understanding their own life experience. Radical educationalists argue that there is a need for learners to be able to reflect critically on their own process of socialization and to relate their personal learnings to societal issues and structures. The ability to reflect in this way requires that learners develop skills of inquiry to enable them to reinterpret and appropriate this experience. Paulo Freire called this ability "critical reflection".[xxi] The challenge to the non-radical educationalists is that unless experiential learning includes this critical reflection phase, then learners will be avoiding the "social structural processes and issues" of today's world.[xxii] The danger of turning a "blind eye" to the social and political context is very real for an experiential learning approach which focuses solely on the individual in "here and now" situations[xxiii].

The traditions and experiential learning

Within these three theoretical traditions of adult education the place of experience is highly valued. For the humanist and radical traditions knowledge has its source in the experience of the learner. Whilst their educational goals differ, the development of the learner's ability to reflect upon this experience is the key to their learning potential. The three traditions see experience as providing the learner with a "rich resource" to learn from and a "base" upon which to build new learnings.

In examining these three traditions it is also clear that experiential learning finds strongest support and use in the humanist and radical traditions, with the progressive tradition using it as a learning strategy or curriculum methodology. However, it is important to note that there is a major difference between these traditions in terms of the nature and purpose of reflection in the experiential learning process. In the progressive tradition it is to tap experience as an additional source of knowledge. In the humanist tradition it is about learning towards personal wholeness whilst in the radical tradition it is towards empowerment and social transformation.

(Which tradition do you feel most at home in?)

The branches of experiential learning

The branches growing out of this trunk of the experiential learning tree can, like the roots, be classified in various ways. Jane Henry's diagram is useful here, to collect and order the branches (forms of practice). However a simpler grouping can be obtained if we use the four village model proposed by Susan Weil and Ian McGill[xxiv]. The model of four villages groups the vast range of experiential learning practices into four main groupings:
The assessment and accreditation of prior experiential learning.
Experiential learning and change in higher and continuing education.
Experiential learning and social change.
Personal growth and development.

This model was developed out of the work of the First International Conference on Experiential Learning at Regent's College in London in July 1987. Delegates came from all over the world to share their views and theories of experiential learning. As we listened to each other we found ourselves asking: *but why do you think that is experiential learning?* We were each caught (trapped) in our own particular version (village) of experiential learning without realising it. What that conference did was to challenge us to move out of our own village and learn from the practices of others and so enrich our own.

Village one: the assessment and accreditation of prior experiential learning.

The practices in this village focus on assessment and accreditation. Here, reflection is about recording (documenting) and assessing the learner's experience. The notion being that learning from prior situations (experience) can be assessed and that that assessment can lead to either access (entry) into Higher Education or to advanced standing (credits or fast tracking). Globally this village goes by many different names[xiv] - APEL (Assessment of Prior Experiential Learning), APL (Assessment of Experiential Learning) APA (Assessment of Prior Achievement), PLA (Prior Learning Assessment) and RPL (Recognition of Prior Learning) to name a few. The practices used in this village have also spread from education into the world of work and are used for securing jobs and for advancement.

The driving force behind the development of APEL has been a mix of demographic, economic and social factors along with altruistic concerns amongst practitioners to take seriously the needs and interests of adult learners and to widen access to learning opportunities for reasons of equity. The first example of APEL is found in the United States in the GI Bill of 1946 which dealt with returning World War 2 veterans who wanted their skills recognised by universities. Their prior learning had to conform to, and was evaluated against traditional course material. This village draws heavily on the progressive and humanist traditions which emphasise the importance of experience and life-long learning.

Village two: experiential learning and change in higher and continuing education.

The practices in this village are to do with curriculum innovation. The concepts of learner responsibility, self-directed learning, learner centredness and learning from experience find their expression here in practices which change the traditional teaching situation into a learning environment committed to learning practices which transform the curriculum. The work of John Dewey and more recently David Kolb, David Boud and others bring the learner closer to centre stage as the possessor of hidden and untapped knowledge which is unveiled through a reflective process on personal and life experience. The progressive philosophical tradition of education most deeply supports this village.

Village three: experiential learning and social change.

The practices in this village are about confronting individuals and groups with the reality of their worlds. This village with its roots in the radical philosophical tradition and the work of social activists such as Saul Alinski, is about empowerment and social change. The reflective process cannot just be personal but also needs to take into account the contextual realities. Through this form of reflection (conscientization) individuals become aware of their societal context and are empowered to work to change it.

Village four: personal growth and development.

The practices in this village are aimed at the growth and development of the individual through personal reflection on one's self, communication and inter-relationships with others. The humanist tradition with its focus on the development of the individual (the self) is central with key figures being Carl Rogers and Abraham Maslow. The key notion is one of personal responsibility for one's self and therefore also for one's learning.

(Which village do you see yourself working in?)

As we examine the branches of experiential learning further we see that the villages (branches) intertwine and cross over each other. Staying at the level of practice I want now to look at some actual cases in the form of organisations who claim to practise experiential learning. What is apparent is that their presenting face is often simple and uncomplicated, yet their programmes and involvements are complex. An organisation can, for example, be labelled as Village 1 or Village 4, but then you discover that the work they do is actually across the villages and draws on a variety of roots.

Good examples of this are three organisations in the USA: AEE (Association for Experiential Education), NSEE (National Society for Experiential Education) and CAEL (Council for Adult and Experiential Learning). Counterpart examples to these in the UK would be organisations such as LET (Learning from Experience Trust) and Brathay Hall Trust.

At first glance AEE is "outward bound" or adventure education. Whilst its roots are still firmly planted in this, they now engage in youth service, management development training, peace education and environmental education (not unlike Brathay). AEE currently promotes professional groups in areas such as experience-based training and development, therapeutic adventure, and women in experiential education. Their vision is to be a leading international organisation for the development and application of experiential education principles and methodologies and to promote positive social change - a long way from the initial "outward bound" focus.

NSEE has its roots in internships - the practice of sending students out into workplaces or communities to learn. Their present work includes many new forms of practice, from cross-cultural education to service learning. In their list of current activities they cover school-to-work transitions, leadership development, co-operative education, career development and even outdoor education.

CAEL has its roots in APEL - they call it PLA (Prior Learning Assessment). Now it is involved in workplace education and development; professional development programmes for adult educators; and advocacy work, which aims to foster change in policies affecting adult learners. Whilst still strongly committed to PLA, it has broadened to encompass a diverse set of activities which include support services and development opportunities for educational institutions; professionals in the field of adult education; designing and administering workforce education programmes; developing public policy recommendations related to workforce education and adult learning; and consulting with employers to develop education strategies and learning systems. These are all moves away from simply "assessment" work to curriculum work; education and training; counselling; quality control for organisations and businesses; project planning and design; and advocacy.

This move from single focus to multi-focus can be seen in many experiential learning organisations. I believe this to be a strength - the more we can broaden practice through drawing on a range of roots, the more able the organisation is to develop and diversify its practices.

New roots and branches

New branches (forms) of experiential learning are continually being developed. Some from cuttings taken from other trees in the larger forest of educational theory and practice. For example some of the work being done in South Africa on APEL - we call it RPL (Recognition of Prior Learning) has made links between RPL and the work of Vygotski. This has broadened the concept of RPL from just "assessment" to a reworking of the total curriculum. The reality is that a single focus like RPL can become too routine - mechanistic and unhelpful - unless this kind of development is done. Other examples are the move by CAEL from PLA to workplace development and education, the expanding of AEE from outward bound to management development and peace education and NSEE's move from internships to cross-cultural education. These examples illustrate how important this cross fertilisation is if we are to develop new and exciting practices supported by strong theoretical roots. The development of new buds (like action learning for example) need to be encouraged. Let's not be sceptical of new formulations of experiential learning but rather encourage these buds to grow, to sprout and to develop.

So, is the experiential learning tree healthy and growing? My answer is YES - witness the variety of areas represented here at this conference and the ways that numerous organisations are changing and developing. These are all signs of health and growth.

A warning though - sometimes trees need to be trimmed - old wood lopped off! We need to be constantly alert to our old wood - to stop the rot setting in. A year ago I moved from Cape Town to Wellington, a small town 80km (50 miles) from Cape Town in the heart of the winelands. Recently they began pruning the vines to promote new growth. Without proper and sometimes drastic pruning the vines become unproductive - a lesson for us all?

We also need to nourish the roots with new ideas, theories and challenges to our potentially outdated perspectives. We must use the challenges presented by people like Robin Usher, Danny Wildemeersch, Nadinne Cruz, Stephen Kemmis, David Boud and others to enrich our work. This can only lead to new branches, new developments and new growth!

Contact information:

Tony Saddington
Centre for Extra-Mural Studies, University of Cape Town,
Rondebosch 7701, Cape Town, South Africa.
Phone: (+27) 21 650 2885 Fax: (+27) 21 650 2893
Email: ts@education.uct.ac.za

References and footnotes: ***See Appendix 4.***

YOUNG-PERSON-FRIENDLY RESEARCH: PART OF THE YOUTH WORK PROCESS

Dr Isabel Atkinson

Finding out what people think, want and need has become a requirement in the delivery of public services. It is reflected in the funding criteria of a range of current Government initiatives. It is a feature of the new local Government political structures. It is an aspect of Best Value, the scheme for assuring the quality of locally provided services.

One of the key questions for those of us who work with young people is which people constitute the client group. Is it the people who work with young people? Is it parents and other carers? Or is it young people themselves? Young people, like several marginalised groups, have, in the past, been spoken for rather than listened to. This has resulted in policies and practises which have had little meaning in the cultural world of young people. Other young people are arguably the most important people in the lives of young people. Although young people are not a single homogenous group, there is a thread of common thinking which separates young people's perspectives from that of children and of adults. Young people are the experts in the expression and interpretation of their own culture. So, methods of research and consultation which are sympathetic to youth culture produce qualitatively different outcomes from the rest and these are outcomes which have greater meaning for young people themselves.

It is possible to distinguish between young person friendly research and the rest by answering some questions. In whose interests is the exercise being carried out? Who frames the questions? Who has the power of interpretation? Who decides how the outcomes will be used? Sometimes, we sabotage our efforts at finding out about young people's issues. Typically, we allow insufficient time to undertake the task competently. We underestimate the complexities of the research task, concentrating on data collection, with an inadequate approach to the preparation and analysis stages. We imagine that young people can magically represent one another. We phrase our questions badly. We accept the participation of young people who are adult friendly, rather than striving to reach those who are suspicious of us. We sometimes unreasonably expect young people to fit into adult structures, like committees where young people form a very significant minority. We expect them to participate as though they are adults with a view on everything and for whom this year is much the same as last.

There are benefits to getting the business of consulting with young people right. The most obvious is perhaps the development of policies and practises which better reflect the services which young people need and the ways they want them to be delivered. There are also direct benefits for the young people who participate. Young people acquire understanding of one another, the differences as well as the similarities within their world. Their ability to articulate improves. They develop self-esteem. So, the process of successfully engaging young people in systematic enquiries into the needs, wants and aspirations of their peers, is a learning experience in itself.

The work of youth workers is based on the supportive and enabling relationships they develop with young people, often the very young people who find it difficult or distasteful to make good use of the services available to them. The relationship is a voluntary one, important in the context of reducing bias in research. Furthermore, youth workers are young person rather than issue or project centred. Together these attributes render youth work, whether it takes place in the local authority Youth Service or in voluntary youth organisations, well placed to facilitate the young person friendly research or consultation process.

BRATHAY'S EVALUATION & RESEARCH STRATEGY

Eva Pomeroy

Thank you Isabel. I would like to take a few minutes to speak to you about the research and evaluation strategy at Brathay. I would like to start by saying that determining a research strategy for a development training organisation is neither a simple nor a straightforward feat. The process at Brathay began some time before I took on my present post. Part of what I would like to do today is share that process with you and hope it will be of use if you are considering research and evaluation in your own organisation.

The origin of the process here can be traced to two sources. First, a notion that somehow, in some way, it would be good to evaluate courses, and second that a commitment to research in this field is a part of our Trust Deed. But research and evaluation are such huge topics. Daunting even to those of us who spend considerable time taking part in them. So the process here began with discussion - both internally and with external consultants - to consider the very nature of research and evaluation and what they could mean to this organisation. Perhaps the most important question was, why do it? Who is evaluation and research for anyway?

By the time I came into post, there was some clarity around these questions. First there was an understanding of Everett-Smith's concept that evaluation can be done for three purposes: proving what we do works, improving what we do, and understanding what we do better. There was also a clearer understanding of the relevant audiences and, therefore, the purposes of research and evaluation. These purposes include promoting Brathay's work for marketing and fundraising, better understanding our work and improving it for the benefit of ourselves and our clients, and contributing to the knowledge base in the field generally. On the back of this increased clarity, a comprehensive list of research and evaluation needs and interests was developed. More comprehensive, as you might imagine, than time would allow.

On that note, it is worth mentioning Brathay's commitment, in terms of staff time, to research and evaluation. I work the equivalent of two days each week specifically on research and evaluation, and my colleague, Jon Owen, has the equivalent of one day each week committed to this work. This is a significant commitment on Brathay's part, and yet there is still more that we would like to do than time available to do it. In fact, the next part of the process was determining exactly what was feasible given the time and resources available. At this stage, we used Colin Fletcher, who is here at the conference, as an external consultant. We drew on his experience in the field to help us determine a feasible strategy.

So, all this and I haven't yet told you what it is we are actually doing. However, I think it is essential for any organisation interested in taking on research and evaluation to be aware of the need for this type of groundwork to be done at a preliminary stage. What I would like to do now is give you a brief summary of our strategy. I hope that anyone interested in hearing about our work in more detail will speak to me sometime this afternoon. There are 3 strands to our strategy: monitoring, looking at outcomes for clients and participants, and examining our process.

Monitoring refers to evaluation across all courses, in the form of end-of-course questionnaires. This is done not only for the purposes of assuring quality, but also to provide us with meaningful information that we can use immediately to inform and improve our courses. In this way we aim to move beyond the 'happy sheet' format so often used in evaluation. This is a developmental piece of work being carried out by Jon and myself in on-going consultation with staff. We will be trialing this system in the Autumn.

The second aspect of the evaluation strategy involves learning more about the impact of our courses on course participants. Initially we will be undertaking a pilot study to find out more about what the Brathay experience means to clients and participants and how it impacts on their lives. For example, there are key concepts we use in our work, such as self-esteem and the raising of it. Some questions we will be asking are: what does 'raising self-esteem' look like to course participants? Does it happen for all young people; if not then for how many? And for those who do show an increase in self-esteem, when does it kick in and for how long does it last? The pilot study will give us some initial answers to these questions, which will be useful in itself. It will also highlight what we need to know more about and, in this way, form the basis of a larger, more comprehensive study the following year.

The final strand of our research will focus on the processes in place, both here at Brathay and in Development Training generally. On this point, I would like to tell you about an opportunity here at Brathay. We have entered into partnership with the Foundation for Outdoor Adventure and Nottingham University to co-sponsor a three-year PhD studentship. Nottingham University will provide the academic supervision and Brathay will be the research site. The project will focus on identifying and exploring the processes involved in outdoor development training. Applications for the studentship are presently being accepted and interviews will take place later in the summer. If anyone would like further information, please speak to myself or Steve Lenartowicz.

I would like to close by extending a sincere invitation to anyone interested in exploring research and evaluation in the field. Whether you are currently involved in research and would like to discuss your work, or would like to hear more about the activity taking place at Brathay, we would be pleased to speak to you, either here at the conference, or in the future.

1B – PERSONAL & SOCIAL SKILLS: THE STUDENTS' PERSPECTIVE

Skerton High School Students

Pupils from Skerton High School in Lancaster ran an interactive workshop, as part of the "Process of Experiential Development" strand of the conference, based on the personal and social development they have achieved from taking part in a personal development course of which the residential experience at Brathay formed a major part.

The workshop was based around the theme of experiential games, with students leading the delegates through their learning experiences at Brathay. In so doing, they exemplified good teamworking skills and behaviour, and showed evidence of their improved self-confidence and self-esteem. The latter was in line with research findings in this area.

A number of games and activities were used in the workshop, including group juggling as a way to learn each other's names and a seat swapping game to help people relax and get to know each other. A problem solving exercise was also used to illustrate team-building activities, in which delegates were required to travel a certain distance on just four carpet tiles. Highpoints included the re-enactment by the students of a ghyll scramble undertaken during their time at Brathay, and the building by delegates – and near collapse – of a huge pyramid built entirely from canes.

This lively and humorous workshop gave a clear message about what the young people at Skerton have understood about experiential education. The young people expertly presented their views and acted as facilitators to the conference delegates, with the research perspective providing sound back-up to their presentation. Delegates were able to spend time in small groups, talking to students about their experiences, as well as being actively introduced to experiential learning and reviewing. This workshop was excellent in being a lively and enjoyable contribution by young people in a conference intended to be about them.

1C – LIFTING THE MASK

Geese Theatre Company

Following on from their earlier improvisation performed to the whole conference, this highly interactive workshop used theatre methods to look at the concept of mask and its place in youth development work. Through an extended role play, it looked at the nature of the experience of improvised theatre as well as giving some insight into the process surrounding its use in experiential development.

The session began with a number of familiar "icebreaker" activities, including "Anyone who…" and the ball/name game. This provided a lively start to the session, enabling people to become comfortable with their fellow delegates, before moving into the more serious and informative activity involving masks.

The masked role play, which formed the main focus of the workshop, was built around difficult situations encountered by participating delegates. As with the earlier conference presentation, the format enabled other participants to "lift the mask" in order to explore people's underlying feelings and concerns, and to suggest courses of action designed to make things better or move the situation on.

Geese's skill in creating an environment in which the delegates felt at ease, made this an inspiring and highly effective workshop. Audience input was high throughout, and the question and answer session at the end served to emphasise how attentive delegates were to the concepts being presented. Particularly highlighted were the metaphoric use of mask theatre in youth development and other work, and the power of role play scenarios created by delegates.

1D - CREATIVE INTERACTION WITH THE OUTDOORS

Diane Collins, Gill Sprat & Jackie McCormack

This relaxed, open workshop fitted well into the "Nature of the Experience" conference strand, with delegates embracing the opportunity to be creative and experimental with natural objects. The workshop explored the sensitivity of when to use a particular task with a group, recognising different learning styles in the outdoor context. It also looked at developing personal journals in both written and visual forms.

The session opened with each delegate being asked to write their name on a leaf with a match and pass the leaf to another person, who then placed it in their shoe for the duration of the workshop. By the end of the session, when the leaves were removed, the letters had darkened. This was offered as symbolising the names "coming alive" and was felt to be a powerful image by many participants.

The workshop was very participative, with huge enthusiasm being shown for the tasks offered. Activities included an exercise in relaxation and centreing, involving lying under a tree and focusing on awakening all the senses, creating collages using natural objects and writing poems based on creative reflection in response to a chosen natural object. Many of the tasks were performed in groups of three, encouraging the sharing of perceptions, ideas and values. The tasks were approached with considerable creativity, and delegates used natural sculptures and collages to create powerful metaphors for elements in their lives.

The workshop was extremely effective in allowing participants to be "doing" as soon as possible. It combined a good balance of techniques, such as individual reflection and group sharing of ideas, in order to create natural sculptures. These encouraged the sharing of views, perceptions and common goals, as well as an appreciation of the natural world existing around us. The workshop strongly emphasised the power of "learning by doing", focussing on experience and reflection using the immediate, the tangible, the grass roots of what exists around us – our natural world. It encouraged participants to use all of their senses, leaving them refreshed and inspired.

There follow some chosen objects and poems discussed and created during the workshop.

SLATE GREY
ANCIENT TIME
RECORDED

TELLING SECRETS
OF A TIME LONG
PAST

IMPRINTS ON THE
SIDES GETTING
EVER VAST

STONE WITH
ENERGY EXUDING
POWER

ONCE BEING PART
OF A MIGHTY
TOWER

FITTING IN MY
HAND LINKING PAST
WITH NOW

ROUND AND SHINY
AND NOT SO TINY

HIDING THE JEWEL
HIDDEN DEEP
WITHIN

GENTLE WITH
ENERGY HELD

LITTLE, GREEN MARBLE
WHY ARE YOU FILLED WITH BUBBLES?
IT IS A MARVELLOUS BUBBLE!
A BUBBLE IN SUSPENSION, HANGING IN MID GLASS,
KEEPS US WONDERING FAR, FAR, FAR ......

A UNIVERSE CONTAINED WITHIN ME
WITH COLOURS AND PATTERNS
PROMPTING ONE TO REFLECT
JUST A HOME FOR CREEPY
CRAWLY THINGS
I'VE LOVED A LIFE BUT NOW
I AM GONE

MY LIFE BEGAN HERE WHEN I WAS A TINY SEED
HOME TO ONE, TO SOME AND THE SWIRLING SEA
I FELT WARM, SECURED IN THE WOMB OF MY MOTHER
SCOURED TO PERFECT SMOOTHNESS
THEN CAST UP ON THE SAND
TO BE A CONSTITUENT MATERIAL FOR
SOMETHING NEW
TO BRING PLEASURE TO ME AND YOU

UNEVEN, JAGGED, OUTSIDE
WITH NEW LIFE HIDDEN DEEP INSIDE
UNSEEN, LIFE STIRS AND GROWS IN THE DARKNESS
UPWARDS I GROW TO MEET WITH MY CREATORS
ENERGY COME ALONG
A CYCLE OF NEW LIFE SPREADING OUTWARDS
BUT…, I NEED FEEDING AND NURTURING TO
ACHIEVE MY POTENTIAL

LIKE A BONE ON A WINDSWEPT MOOR
MY SKELETON MUST HAVE BEEN BLOWN THERE
ROUGH PARTS ALONGSIDE SMOOTH ANCIENT TOOLS
FOR MODERN RESEARCH BASE
LAYER UPON LAYER, BUILDING, BUILDING, BUILDING …..
REACHING OUT TO THE WORLD …
COLOURS AND SHADOWS, MINGLE, MINGLE, MINGLE

AROUND AND AROUND AND AROUND YOU GO
THAT'S THE CIRCLE OF LIFE
FROM DUST TO LIFE FROM LIFE TO DUST
SPINNING AND MOVING, NEVER ENDING

SPIKY – KEEP OFF, I'VE SOMETHING PRECIOUS INSIDE …
WITH COLOURS ON THE OUTSIDE, SUBTLE AND ENTICING
TREAD SOFTLY AND CAREFULLY, BE WARY OF ME
I WAS ONCE GREEN AND SOFT, SPONGY AND TICKLING,
BUT THIS BIG BAD WORLD …. OH NO!

ALLIUM? THISTLE?
PRICKLE SEED HEAD –
WHAT WILL YOU GROW AND DEVELOP INTO?
I'M SURE YOU'LL BLOSSOM INTO A BEAUTIFUL THING
WITH ALL YOU NEED, TO THRIVE AND SURVIVE
FROM SEASON TO SEASON AND THEN NO MORE

FROM THE WINGS OF A SOARING BIRD!
SWEET FLIGHTS ARE MADE EFFORTLESSLY
SWOOPING AND HOVERING DIPPING AND DIVING –
WHAT FREEDOM AND ADVENTURE!
AND SOMETHING TO TICKLE YOUR FANCY!

DRY AND BRITTLE – THE SEA HAS AGED ME
AGED AND ENHANCED I AM UNIQUE
AND READY FOR MY MAKER
SWEPT CLEAN AND DRY

I'M FOR EVERY BLOWING BUBBLES
IT REMINDS ME OF WHAT I NEVER HAD
"BUBBLE, BUBBLE, TOIL AND TROUBLE"!
HERE FOR A SECOND AND THEN GONE FOREVER

PRETTY, SHINY, SMOOTH, IRIDESCENT …
ROUGH, PLAIN, TEXTURED, MAGNIFICENT …
SIMPLE, WONDERFUL, CAPTURING THE SUN …
COMPLEX, TERRIBLE, LETTING THE MOON GO FREE ….
THE CONTRADICTIONS OF LIFE ARE ITS VALUE!

IF I WAS AN ANT THIS WOULD BE A BRILLIANT CLIMB!
CLIMBING BRILLIANT? SCARY ADRENALIN
ADRENALIN RUSH – HIGH FOLLOWED BY LOW!
ADRENALIN RUSH – HIGH
FOLLOWED BY CONTENTMENT
CONTENTMENT – RESTFUL – FOLLOW MY BREATH

PINE CONE, WHY ARE YOU SO CLOSED UP?
WHAT ARE YOU HIDING?
DOES THIS PROTECT YOU MORE?
OPEN UP, SHARE YOUR THOUGHTS.
ITS NOT AS FRIGHTENING AS YOU THOUGHT – REMOVE YOUR MASK!

77

PEELED BACK WHAT DO YOU EXPOSE
BARK – LIFE MOTTLED SKIN …
TEXTURED NATURAL, TACTILE, BEAUTIFUL
GROWING, LIVING AND EXISTING AROUND US
ROUGH AND GREY, LIKE AN ELEPHANT'S SKIN

COMPLEX CONFUSED – OUR WORLD MIRRORED …
THE REFLECTION THAT MAY SHOW MORE THAN WE EXPECT.
WOULD IT BE BETTER TO LIVE IN THAT REFLECTION RATHER THAN IN OUR WORLD?
SLEEP AWAY FROM THE MIRROR – DOES IT REALLY MATTER?
MAKE THE BEST YOU CAN THERE ISN'T A WRONG

1E - YOUTH DEVELOPMENT THROUGH ENVIRONMENTAL WORK

Mary Kipling

The workshop examined how young people can move towards positive community involvement in ways which meet their needs as well as those of the community, as part of the "Sharing Practice" conference strand. This theme recognises that young people are often, inadvertently or otherwise, excluded from the processes of community regeneration and the building of sustainable communities.

The main themes to emerge were a discussion of factors influencing change for young people, in their lives and their environment, definitions of sustainability and community regeneration, and means of engaging young people in the process of change. Also raised was the need for the community themselves to drive the process if real change is to result. Sustainable involvement will, it was determined, require both economic and attitudinal change.

The workshop adopted a small-group brainstorming format to engage participants, and generated lively contributions from all parties. An exercise involving "dating" quotes about young people – from Socrates onwards – neatly demonstrated that the young people are not changing, but that their environment is. The hardest issues remain those of how to get communities to involve young people and how to break through the various structural barriers to engaging the young people themselves.

The workshop was extremely engaging, raising questions and inviting discussion. It also gave evidence, albeit anecdotal, of the possibilities for the future. Limited time resulted in only a brief opportunity to draw together the threads of the discussion and summarise the key factors in successful environmental youth work. For such projects to be successful, it was clear that local ownership is vital, and that work needs to be done on both sides to encourage young people's involvement. Adult acceptance of that involvement is also important. Sustainability depends on changes to economic and physical structures within the community, as well as to the way people think and live.

1F - EXPERIENTIAL YOUTH WORK IN SOUTH AFRICA – PAST, PRESENT & FUTURE

Lood Spies & Pieter Louw

This account of experiential youth work in South Africa formed part of the "Sharing Practice" strand of the conference, and plotted the history of youth work from the Boy Scouts in 1912 to the present day. It also offered an overview of current research into outdoor education in South Africa, and gave participants an opportunity to contribute to the workshop leaders' current work on designing a masters degree in outdoor education and adventure.

This final theme generated serious debate, both in small groups and then in a plenary session, with a group concensus being reached as to the four modules which should comprise such a masters degree. These were:

1) History and theory of experiential learning;
2) Process and facilitation;
3) Activities;
4) Management and organization.

The group finished with a clear picture of the development of youth outdoor education in South Africa, although there was some frustration from delegates that it seemed to be a somewhat limited, "white" perspective which was presented. This said, there was a strong sense that the workshop leaders were open to any opportunities to learn from other practitioners' experiences – not just from an outdoor education background – and to see the limitations of their work so far.

Participants welcomed the opportunity to contribute to the masters degree programme, as well as to share experience and make networking connections. The workshop leaders clearly valued their input and are looking for support and ideas in forwarding their work, in particular in structuring an accredited system for creating quality experiential learning in the outdoors. They seem willing to do this by building on what is already working elsewhere in the world, rather than by re-inventing the wheel.

1G - POST-RESIDENTIAL SYNDROME – RESEARCH FROM THE GROUND UP

Peter Allison

This session utilised an example of recent naturalistic research "from the ground up" to demonstrate how research does not have to be a complex academic exercise with tenuous links to everyday practice, but can be practice led and useful at both the theoretical and practical levels.

The main themes of the presentation were how expeditions can impact on the values of young people, and the underlying methodology used to assess this type of impact. Participants were also offered an opportunity to ask questions about the research which had been carried out, and to debate issues surrounding its methodology. Although many of the issues raised were complex and difficult to quantify, the workshop produced a high standard of debate and a strong participant commitment. For some, it generated confirmation of the notion that qualitative research is every bit as valuable as quantitative methods. For others, this was an effective introduction to this idea.

There follows a brief paper by Peter Allison, outlining some of the background to this workshop.

Research is receiving increasing attention as finances in all sectors are becoming more and more accountable. This has resulted in increased interest in 'measuring' the 'results' of experiential education. Not surprisingly this is a polemical topic.

This session will utilise an example of recent naturalistic research from 'the ground up' to explore how research does not have to be a complex academic exercise with tenuous links to everyday practice but can be led by practice and useful at both theoretical and practical levels.

Initially participants will be engaged in identifying the various fragments of research in the broad field of experiential education. The following categories will be used:

In:	referring to the participants in programmes e.g. youth at risk, corporate and these areas will be broken down into further sub categories.
Means:	referring to the various approaches used to working with the groups, the means utilised such as ropes courses, wilderness, drama, art and these areas can be broken in to sub categories.
Ends:	this refers to the ends which the programme works towards such as intrapersonal or interpersonal relationships, training, development.

Research: this refers to the approaches used to understand and 'measure' the various aspects of the experience, for example qualitative and or quantitative approaches.

The 4 categories of youth development and outdoor education will be used as a framework for understanding the scope in this field and as a map for identifying the example being used.

The scene of the example research will then be set in order that participants can understand the context in which the research has taken place. The focus of this study is to explore ways in which expeditions can facilitate the development of young people's values. The approach to the research will be explained discussing the rationale for decisions and the approaches used. The descriptions will explore issues of ontology, epistemology, generalisability and emic/ etic issues.

The session will then focus on interpreting information gathered and search for themes and aspects relating to post residential syndrome (adjustment). This will probably lead to conversation on issues of generalisability, value free research, epistemology and ontology.

What is ontology and why does it matter?

Ontology - the nature of reality - refers to the way we view reality. This influences everything we do and the way we interact in the world. Ontological views can be viewed on a continuum. At one end is the view of reality as 'out there' to be discovered, as separate from people / researchers. At the other end of the continuum is the view of reality as an entirely socially constructed phenomena. What does this matter?

When related to research, ontology matters because our 'world view' and more specifically 'research paradigm' are directly related to this continuum. If we see the world as 'out there' then we are considered to be positivists. If we see reality as a social construct then we are naturalists. This is critical to understand as it can lead us to different 'knowledge' and understanding.

Many experiential educators operate from a naturalistic paradigm and thus take a constructivist ontology (such as Kolb's learning cycle). Stake (1995: 100) on the ontology of constructivism identifies three realities that individuals can conceive of. Firstly an external reality, secondly a reality formed by interpretations of the information that we sense, a reality that we are typically unaware that we are interpreting and finally what he refers to as "a universe of integrated interpretations, our rational reality." While acknowledging that the second and third realities that he describes blend in to each other his point is that the aim of research is to construct reality two more clearly and a more sophisticated reality three as it is impossible to discover reality one.

There are different conceptions of epistemology - the nature of knowledge. Positivists tend to look for 'rules and laws' that are applicable to 'all' situations. Naturalists are interested in 'understanding' specific situations and the complexities of them. This has huge implications for what different people see as being appropriate and 'valid' research. This has lead to extensive debates and discussions regarding which is 'better' or most generalisable. These are vacuous as both approaches are needed in order to understand the world in which we live.

Stake (1995) is useful on this issue. He described the value of case study research as developing three types of generalisability. First, petite generalisations which can be made from individual case studies to other cases which are very similar in nature. Second, naturalistic generalisations which are made by the reader after understanding, in depth, the nature of the phenomena being studied and the processes which appear to be occurring. Finally, he refers to grand generalisations which can only occasionally be made and involve application of findings from case studies to broader contexts in a more rationalist 'law like' manner.

2A - BEING EXPERIENTIAL HUMAN BEINGS OR HUMAN DOINGS?

Graham Whalley & Ian Lewis

This was a truly experiential workshop about how we experience "being" and "doing" and how to differentiate between the two. Its aims were to explore the relationship between our experiences and our feelings in order to develop the concept of responsibility for our own feelings and to enable acceptance of ourselves as whole beings; to explore the concept of experiences and feelings as simultaneous events as opposed to causal events; and to seek the removal of attachment to experiences and events as a way to "transfer the learning" from experiences and to develop our ability to be in our every day lives.

Activities included relaxation techniques, such as lying on the floor, breathing and visualising, using the outdoors to explore our five senses and to experience and raise our awareness of "the moment", and an exercise with sticks to further experience communication and a sense of being with other people.

The workshop created a great sense of serenity and relaxation – of just being – with everyone prepared to stretch themselves and take risks when appropriate. It generated valuable discussion on valuing oneself and on trusting others to take responsibility for themselves. The result, for many delegates, was an intense and incredible experience of "being in the moment" which emphasised the power and importance of this "nowness" in our lives. The importance of building trust and setting the scene before embarking on this type of exercise was well demonstrated by the workshop leaders, who were effective at drawing people in to the experience. The resultant experience was well worth the effort, with participants saying they felt able to do and feel things they wouldn't normally do.

2B - THE TTE APPROACH TO WHOLE-PERSON DEVELOPMENT

Roy Granton & Christine Lawrence

This presentation formed part of the "Process of Experiential Development" conference strand and began with a brief overview of the work of Technical Training Enterprise Ltd (TTE). This was followed by an outline of the Whole Person Development (WPD) concept, how it evolved, and its value and importance to the modern apprenticeship scheme.

The aim of WPD was outlined as "to develop and instil into our trainees through accelerated experiential learning, the key capabilities and supporting behaviours which will not only enable them to work, think and operate effectively in the workplace, but make them leaders in their field." The audience was quick to pick up on personal development as a key component – at least as important as skills acquisition – in the modern apprenticeship scheme. This was reflected in their interest in Lou Tice's "Pathways to Excellence" programme, and the two-phase supported experiential learning experience at Brathay which form part of the WPD programme.

The main focus of the workshop was an exercise around the clustering of key capabilities, into such categories as personal, leadership and team awareness, which allowed the audience to derive for themselves the capabilities model used by TTE. The session concluded with an overview of future plans and strategies, including staff selection criteria, and an opportunity for delegates to ask questions.

Although this was a serious and intensive session, the audience was focussed and appreciative throughout. The TTE model was well received and prompted inquisitive and informed questions by the group.

2D - MOBILE ARTS PROJECT: USING CORACLES & NOMADIC TENTS

Brian Melrose

The workshop, which formed part of the "Nature of the Experience" conference strand, took the form of hands-on coracle and nomadic tent making, a technique which has proved highly successful in engaging young people in active individual and group participation in informal learning.

The workshop opened with a brief presentation on who Mobex work with and on the materials they use, followed by a demonstration of wood working techniques used in the building of coracles.

There was then an opportunity for delegates to undertake some of the activities regularly used by Mobex in their workshops. This included various aspects of coracle building, such as shaping a mast pole, making pegs and shaping paddles, as well as building teepees and using the teepee poles to construct a raft. Participants could then test their handiwork by sailing their coracles on then lake beside which the workshop was held. This was a source of considerable satisfaction and relief, with no sinkings reported!

The audience were very interested in the work of Mobex and enjoyed participating in the activities provided. It was a measure of the success of the workshop, and the impact of this type of experiential learning, that a number of delegates were interested in having Mobex run workshops for them.

2E - INVOLVING YOUNG PEOPLE IN THEIR COMMUNITY

Ambleside Youth Project

The workshop centred around a 30-minute drama-based presentation followed by a follow-up discussion chaired and facilitated by young people from the Ambleside Youth Project. The main themes presented were youth empowerment through the development and following of their own personal programmes, and ways of working in partnership with youth agencies.

Lots of work was available for participants to look at, charting the progress of the group from where they began back in April to where they are now in terms of individuals and as a group. A short video, written, directed and filmed by the young people themselves, outlined the nature of the group and talked about its achievements to date. This video will be added to throughout the year until a complete picture has been created.

The presentation by some of the young people amply demonstrated the skills they have learned and the ideas they have developed about the future of the group and themselves as individuals. This section included the reading of poems and stories created by the group, and in particular the story of the group itself. Their captivating and inspiring delivery gave a powerful example of a group of young people matured by the use of development training.

The young people put together an extremely powerful presentation on their experiences and achievements so far in this ongoing project to involve them in their community through this Ambleside Millennium Project.

2F - THE ENVIRONMENT AS A SPRINGBOARD FOR BLACK & ETHNIC MINORITY YOUNG PEOPLE

Judy Ling Wong

The presentation shared the experiential development work that has been achieved through the work of Black Environment Network in reaching out to deprived ethnic young people. It attempted to put into context the possible alternative social and cultural meanings of environmental participation.

The main themes to emerge were an outline of what black and ethnic young people can gain from participating in environment-linked work, what constitutes an equal opportunity approach and how this can be achieved, and how organisations can promote well thought out involvement of ethnic communities. The presentation offered a number of powerful images of the plight of black and ethnic young people, particularly in deprived communities, which prompted the work of Black Environment Network.

Two powerful examples serve to illustrate the workshop leader's insights in this area:

"Everyone has a dream list. Some of us put castles and yachts on our list but soon take them off when we face reality and know that we are unlikely to ever achieve those dreams. We cross things off our list and our dreams become more realistic, such as, perhaps, a car or a small flat. Real deprivation and poverty is when there is nothing left on the list."

"Many young people from ethnic minorities who live in inner cities have never been to the countryside and are quite overwhelmed by the situation. In particular, the realisation of infinite horizons is often difficult to grasp if your world has previously ended at a wall or street end."

The presentation was followed by a focused and interesting group discussion. Participants enjoyed the views expressed and were pleased to have found a point of contact for expanding or initiating their involvement with black and ethnic communities. Important issues in the involvement of these communities were highlighted and practical advice was given on how to develop organisations and workers to be able to work effectively with these communities in outdoor or environmental projects.

2G - WHAT RESEARCHERS KNOW ABOUT EXPERIENTIAL LEARNING

Chris Loynes

The presentation gave a lay-person's guide to why researchers don't agree about this important topic. It also probed – in a light-hearted but not light-weight way - what we think is true about experiential learning and how to decide what is worth knowing and how we can know it.

The workshop opened with an activity designed to focus participants' minds on their own stance on the topics to be discussed. This involved physically grouping themselves within the room as researchers, non-researchers, practitioners, etc.

Having polarised views in this way, he then challenged the whole group to discard their current standpoint in favour of goal-free learning and the valuing of lay knowledge. It was suggested that this might entail practitioners in creating – or inviting those they work with to create - their own language and theories in action rather than working within traditional research frameworks.

The presentation of a subjectivist's viewpoint – from which "the carpet" might be considered to be nothing more than a social construction that we could make disappear if we wanted to - was typical of this workshop, which inevitably raised more questions than answers. Literally as well as figuratively, it aimed to pull the rug out from under the traditional researcher's feet!

Throughout the workshop, the presenter's passion for experiential learning was evident, and was a key factor in engaging and maintaining the audience's attention. His key message was that we have to find a way to work with belief and not knowledge because we *know* very little about experiential learning. Most of what we have is belief.

2H - TOP TEAM CHALLENGE - A REAL LIFE ADVENTURE

Johann van der Watt & Pieter Snyman

This lively presentation formed part of the "Sharing Practice" conference strand. Its main theme was the development of a student programme to work with diversity in the context of the cultural issues facing South Africa post-Apartheid.

The presentation began with an excellent "cultural" icebreaker, before reviewing various aspects of Technikon Pretoria's work in the area of diversity. This work focuses around a number of Chall[illegible] opportunities offered to students. In each Challenge cycle, students are invited to ex[illegible], experience and examine new opportunities for self-development. Programmes are constructed to include specific educational outcomes and the process follows the pattern of "doing/experiencing, reviewing, learning and applying the knowledge" before moving to the next level of participation.

The Top Team Challenge is the third of four to be undertaken and entails medium to high personal stretch for participants. It focuses on teamwork and involves training and direct application of learning to team challenges. This 9-16 week programme can involve such activities as an adventure weekend retreat at an outdoor centre, entrepreneurship and leadership projects, creativity and thinking skills and an outreach project to a disadvantaged township.

The presentation was well received, with participants particularly interested in the issues facing post-Apartheid South Africa, and their impact on student development programmes. The sharing of practice offered was interesting, although perhaps without specific learning for those attending, due to the momentous changes and cultural power upheavals experienced by South Africa, causing new and different levels of exclusion and prejudice. The workshop gave some insight into some of the training programmes now being used successfully in working with these issues.

3A - USING A RANGE OF EXPERIENTIAL LEARNING TECHNIQUES

Tony Saddington

This interactive workshop offered participants an opportunity to explore and test out a range of experiential learning methods and practices which they can apply to their lives and work. After outlining some of the theories and models which underpin practical experience as a learning tool, it focused on the importance of reflection after the event in deriving learning and offered some ways in which this can be achieved.

Following on from the "four villages of experiential learning" model used in his keynote address, the workshop presenter offered structured exercises illustrating three of the four villages. These included a forced-choice value exercise, a consciousness raising exercise and a personal awareness reflective method. In each case, participants worked in small groups to gain an experience of the method itself. This was then followed by a period of reflection on what they had experienced.

Although lively and often humorous – as for example, in the exercise focusing on gender differences by using the story of Robin Hood – the workshop was effective in gaining delegate participation, sometimes at an intense level. The exercise sub-groups engaged in lively and involving discussion and individuals invited to give their responses to the different experiences encountered responded well.

Delegates left with personal experience of how it feels to go through the process of experiencing, attending to feelings and re-evaluating the experience. The need to attend to feelings and to allow people time to apply learning was well illustrated. Overall, the workshop offered a new way of looking at the processes that people go through during and after a learning event.

3B - WHERE ANGELS FEAR TO TREAD? MENTAL HEALTH & OUTDOOR ADVENTURE

Bridget Roberts

This interesting and relaxed workshop took an interactive approach to this difficult topic. The main themes were an exploration of mental health issues and an opportunity to share experiences of and insights into providing adventure experiences to people with mental health difficulties. The workshop leader gave a brief description of how Out Doors Inc has addressed these issues, with emphasis on a four-month, community-based outdoor adventure programme, as well as an outline of other, related Australian solutions.

Activities included an effective insight into schizophrenia through the use of "external voices", which appeared to be a powerful tool for developing understanding of this condition. In this case, it opened up an interesting discussion of participants views on what constitutes mental illness and the difficulties of diagnosis and categorisation. The discussion also explored some of the myths and facts of mental illness. Key amongst the myths were:

- mentally ill people are unpredictable;
- they are dangerous and could go berserk at any time;
- there isn't much hope; and
- they can't learn.

Extracts from the journals of participants on Out Doors' outdoor adventure programme poignantly illustrated the real benefits and self-development which people with mental health difficulties can derive from this type of experience.

The workshop was effective in providing greater understanding of mental health difficulties and the range of conditions and issues which fall under this umbrella. It also created an awareness of the progressive approach being successfully used in Australia by Out Doors Inc, giving confidence to attending practitioners hoping to provide similar outdoor experiences to clients with mental health difficulties over here.

3C - RENEWING RITES OF PASSAGE

Eric Maddern

This workshop provided an overview of the forms and functions of traditional rites of passage and looked at why we need contemporary forms to fulfil these still vital maturation functions. The workshop also touched on the role of ritual, storytelling and mythology in feeding the imagination, teaching wisdom and offering a sense of identity.

The scene was set with ritualised native drumming and the telling of a story from Borneo which symbolised the important transition from boyhood to manhood. This engaging opening put participants in a responsive mood for the discussion of personal "rites of passage" which followed. Delegates divided into groups of three to explore transitional events in their own youth and distil ideas on the important constituents of a rite of passage before sharing their findings with the group as a whole.

There followed a presentation on some of the main forms which traditional boyhood-to-manhood rites of passage took – in particular the need for separation of the child from their community and the subsequent acceptance back into the community of the newly initiated man – and the personal development which these forms facilitated. This development could be in the areas of spiritual awareness, self-confidence, personal endurance and courage, self-control, sense of identity and sense of responsibility as well as entailing practical survival skills.

The workshop leader then went on to discuss the need for an updated rite of passage for modern youths, and to offer an opportunity for participants to share current activities in this area. The workshop concluded with an invitation for those present to become involved with moving this work forward and with some suggestions as to how this might be done.

This stimulating and enlightening session provided some interesting insights as well as a brief taste of the effectiveness of ritual and storytelling. Participants realised that many elements of their current work are actually in the tradition of a rite of passage, and that the inclusion of other elements from the same tradition could create a more powerful and "whole" experience.

3E - DEVELOPING YOUNG PEOPLE THROUGH SKILLS COMPETITIONS

Gareth Humphreys & Mary Barker

This informal presentation formed part of the "Sharing Practice" conference strand. The speakers gave an outline of who UK Skills are, what they do and how they do it. This included the frame for skills competitions, the training and development of young people for the international skills competition, how this training is implemented at the competition itself, and how the training is reviewed after the event. Finally, the benefits of the skills competition, both to young people and to industry, were outlined.

UK Skills is an independent charitable company which, every two years, sends a team of 30 or so young people to compete in the World Skills Competition or Skills Olympics. They pick the team from the nation's best and usually expect to bring back some world champions. It is also their task to promote vocational skills at all levels through local, regional and national competitions.

The purpose of the skills competitions is to test the relative abilities of competitors to undertake the full range of tasks currently undertaken by skilled workers in a range of occupations and their ability to complete those tasks to a high standard within a commercially realistic timescale. The competitions have a key role to play in challenging and motivating young people, in recognising achievement and in promoting career opportunities in industry. It also benefits industry by widely promoting high levels of skill and the widespread acquisition of NVQs.

The speakers, who are both closely involved with the training of UK participants, gave a lively insight into the process of preparing participants for the competition and into the framework within which they are expected to compete.

In the discussion which followed, delegates considered how skills competition could be applied within delegates own places of work. There was much input around how young people who had previously been involved could be used to provide peer support for those currently in the competition, and around the opportunities for cross-fertilisation of youth work to inform how UK Skills supports its young people.

The workshop provided an effective introduction to this type of experiential learning, offering many opportunities to learn from different approaches. This is a rich area for development across different approaches. It was the view of delegates that this programme deserved a much higher profile within the field of experiential learning.

3F - LIVING VALUES – AN EDUCATION PROGRAMME

Peter Williams

The workshop opened with a presentation explaining what the living values programme is and what it does. It had as a key theme how to maximise child learning and development by using affective as well as cognitive learning.

Living Values is an educational programme offering a variety of experiential values activities and practical methodologies, to teachers and facilitators, to enable children and young adults to explore and develop 12 key personal and social values. These were given as co-operation, freedom, happiness, honesty, love, peace, respect, responsibility, simplicity, tolerance and unity. Its purpose is to provide guiding principles and tools for the development of the whole person, recognising that the individual is comprised of physical, intellectual, emotional and spiritual dimensions. The programme has as its core assumption that all children are naturally curious, eager to learn, creative, caring, capable of thinking for themselves and have many fine qualities. In a values-based atmosphere, children are all equally valued and can bloom and thrive.

The workshop offered delegates an opportunity to experience some of the activities included in the programme. They centred on using games as learning activities, using reflection points, sharing thoughts and valuing ourselves and building self-respect. The session also included an opportunity for questions and contributions from the delegates, and concluded with a visualisation.

From a calm and focused start, the presentation generated lively and energetic participation. The atmosphere created felt very special and reflected the workshop leader's passionate belief in the programme. He put his ideas across clearly and inspirationally and evidently "walks the talk" in his daily work. For anyone looking to diversify a cognitive, focused curriculum, Living Values would offer a good starting point. It looks at developing whole human beings within the context of the education system.

3G - TARGET-SETTING IN EXPERIENTIAL DEVELOPMENT

Colin Fletcher

This interactive workshop formed part of the "Research" strand of the conference and opened with an account of the first year of target setting in Schools and LEAs. It then examined the applicability of target setting to experiential learning and considered what would happen if the government decided to impose a similar framework here. This included the application of the terms and tasks to working with young people and discussions of the possible costs and benefits for experiential learning.

This serious topic was effectively handled in a humorous, and sometimes ironic, fashion with the positions of various stakeholders in the learning process being explored through a role-play scenario. For this part of the session, delegates became managers, inspectors, centre directors, trainers, trustees, counsellors and ministry officials in the land of Oxymoronia as it became the subject of a target setting initiative by government. Their reports to the group as a whole were then subject to review and question by the other stakeholders. This activity was then reviewed to assess how far the analogy with Oxymoronia really worked for the experiential learning sector.

A vocabulary quiz provided a light-hearted method for exploring what well known target setting terminology *really* means from the standpoint of stakeholders, as opposed to the formal definitions provided by government.

Some of these activities created initial discomfort and challenge for delegates, which effectively led to engagement in the process and understanding of how the issues facing education could become a reality for the experiential learning sector. The role play proved to be a witty and engaging medium for providing a frightening vision of what target setting could do in this field.

4A - EXAMINING FACILITATOR INTERVENTIONS

Brian Woof

The workshop provided an opportunity to explore and examine the nuances of the language of facilitation, with material being presented about what can be learned from the therapeutic domain. This was based on masters degree research carried out by the workshop presenter, who outlined the theory behind his approach as well as the findings.

The main themes to emerge during the workshop were an overview of the research findings and how they illustrate the effect that different interventions can have, an introduction to solution focused therapy and its language, and a linking of the two through the finding that more categories of intervention are successful when delivered in a solution focused language.

Activities included pairs exercises illustrating the use of language and its effect on the hearer and a group activity which examined the differences where only one word is changed. For example, "How will you do this?" compared with "How could you do this?" There was also a written exercise applying solution focused therapy language to a personal situation.

This workshop combined lively and enjoyable participation from delegates with a serious consideration of the underlying issues. Some useful practical outcomes were derived and there was also keen debate of the underlying theory, in particular the idea that language is our only real tool in facilitation.

This was a thought provoking workshop which introduced some new concepts as well as exploring existing ones. It effectively illustrated the strength of language, and different types of language, as a tool in facilitation. There was certainly no evidence of last session lethargy!

4B - NLP IN DEVELOPMENT TRAINING

Annie Owen & Jon Hall

The aim of this workshop was to examine how Neuro-Linguistic-Programming informs what we do and helps effect deep and lasting change. In doing so, it considered three areas: language and how words can be used to support outcomes; beliefs and what "walking the talk" really is; and behaviour and understanding what lies behind it. The workshop sought to provide an understanding that NLP was more than just a bunch of techniques and that it could actually influence everything we do. The analogy used was that of the "Blackpool in Blackpool rock but less tacky"! It also recognised that much of what is now called NLP is not really new and that we are probably already using it without realising. With better understanding, however, we can refine what we do and have more choice about how we interact with others.

The workshop used the experience and review of a paired balancing exercise as the basis for illustrating the four main ingredients of NLP. These were set out as getting into and maintaining rapport, understanding and moving towards the client's map of the world, using questioning to understand how that map was formed and for providing choices as to how the map can be changed, and moving the client on to more positive ways of being with the careful use of positive language.

The workshop closed by making the links between NLP and experiential learning, and demonstrating the parallel between the four elements of NLP and EL good practice. This included such aspects as the use of the "comfort-stretch-panic" model, working with clear objectives whilst dealing with unintended outcomes, and creating a safe, positive working environment.

The audience worked hard in this workshop, and there was clearly a high level of engagement. A good understanding was created of NLP and its applicability to experiential learning, with activities being effectively slotted in to this essentially theory-based workshop. It provided an effective insight into this complex topic.

4C - DRAMA THERAPY APPROACHES

Chris Reed

As part of the "Nature of the Experience" conference strand, this workshop included music and drama as well as the presentation of some elements of theory. The main theme of the workshop was the "Sesame" method of dramatherapy, which is purely experiential and focuses on the use of creative media for therapy and well-being. In particular, it uses storytelling, myth enactment, theatre, voice, movement work and music. As well as introducing the method, the workshop also considered how its approaches can be used in contexts other than therapy.

From a theoretical standpoint, the workshop explored some of the dynamics of implicit learning and the "seventh generation" of experiential learning through the unconscious, with reference to brain geology and function, Jungian theory and the use of symbolism through "artform" to contain and impel learning from experience. It was said to be meant as an adjunct to verbal/cognitive processing approaches.

Activities included icebreakers, movement work and in particular movement to music, and play both with and without rules. There was also a good deal of discussion about the activities although, within the Sesame method, process is part of the experience and there is no review for personal development.

This was an effective demonstration of the Sesame method of dramatherapy, with good audience participation and a lively atmosphere despite the overly large room. It was well presented and structured, providing a good introduction to this interesting way of working.

4D - MUSIC AS AN EXPERIENTIAL DEVELOPMENT TOOL

Lester Matthews

This workshop aimed to encourage trainers and developers to introduce the use of music to young people, often in conjunction with outdoor activities, in order to encourage the development of self-esteem and self-expression. The workshop included a presentation on how to build your own string instrument and a look at some easily transportable instruments to demonstrate possibilities, as well as a pick-it-up-and-hit-it session. The main focus was on encouraging delegates to use their own latent abilities and, through that, those of their students.

There was also an opportunity to use song-models and story-models to generate new materials, as a framework for how this can be done in the field when working with young people. Delegates were called upon to use their voices, to learn recitations and to develop their writing skills.

Lester spoke passionately about the use of music as an experiential learning tool, and in particular about the specialist topic of converting and making instruments for this purpose. The group welcomed the opportunity to experiment with playing the instruments and with writing and adapting their own songs.

4E - LEAP'S LEADERSHIP PROGRAMME

Jo Broadwood

This workshop presented some aspects of the leadership workshop which LEAP currently runs for young people on remand at Rochester Prison and Feltham Young Offenders Institute. It began with a history of LEAP and the context in which it works, before providing a practical demonstration of the techniques used and outlining the framework behind them.

LEAP works from the assumption that conflict is inevitable in the lives of young people, and that what is important is to enable them to deal with it in ways that are constructive and creative rather than destructive and harmful. The leadership workshop enables participants to explore their triggers and habitual reactions to difficult situations, and to examine how their reactions to events have lead to ~~a~~ "vicious circle" of behaviour which often results in an "in and out of prison" cycle. Participants then look at what will happen to them if they stay on the path they are currently on and what they must do to create a different future for themselves.

Workshop delegates were able to experience some of the activities used in the programme. "Go round" involved introducing themselves and stating what skills they had for dealing with conflict; "Conflict machine" looked at how people react to phrases and actions in conflict situations; and "The spark" was about identifying people's "red rags" and exploring what might be underneath as a means of deciding what to replace them with.

This engaging, interactive presentation was very accessible to participants. Many people were keen to share personal experiences, particularly when working in pairs. There was wide acceptance that conflict was inevitable, although it was clear from discussions that for some people this was exciting while for others it was something to be avoided.

The workshop created interest in and awareness of how we as individuals react to conflict. There was also the realisation that we are frequently each others' "red rags" without realising it. The use of fire as a metaphor for conflict – the fuel, the spark, smouldering, fanning the flames, stoking the fire, the blaze – was particularly vivid. The workshop was also an effective demonstration of how drama can be used with young people to explore conflict at an individual level and to see ways in which the situation can be moved forward.

4F - A COMMUNITY-WIDE APPROACH TO YOUTH DEVELOPMENT

Denise Barrows

The workshop aimed to share with delegates the experience of FOCUS, a national voluntary youth organisation which works to actively encourage and inspire people to realise their potential and make the most of life, of providing a wide range of experiential learning opportunities to young people over the last ten years.

A major theme of the workshop was working with diversity. To explore our perceptions of diversity, delegates were asked to take part in an introductions activity. This involved each member of the group having a post-it note stuck to their forehead, bearing such stereotypical labels as "wheelchair user" and "bi-sexual", and then having to mingle and greet other group members. The person was unaware of what their own label said, and had to try to guess what it was by the response and reactions of people they spoke to. Although conducted in a light-hearted manner, this proved to be a powerful exercise for those participating, and provoked interesting discussion.

Themes emerging from the discussions included the view that visible disabilities were easier to deal with than non-visible; that it is easier to hide non-visible disabilities but that there were advantages and disadvantages to this; the recognition of the sense of exclusion which can arise as a result of people's reactions to disability, and that it is therefore important to be yourself when you meet a person regardless of their ability.

FOCUS gave a strong message about the impact of their work in prisons and with diversity. Forming groups from various members of the community has a remarkable effect on those members. It is a powerful way of breaking down many stereotypes and changing reactions and behaviours. Many group members return to be valuable leaders, and participation encourages the need to value others and their contribution. Acceptance and awareness were seen as important elements in personal development.

4G - FEMINIST RESEARCH & PRACTICE

Kaye Richards & Barbara Smith

This workshop invited participants to take a critical look at their own work practices in relation to working with young people, to assess the extent to which they incorporate the inclusion of young women's experiences. It also explored the significance of the body in social and psychological interactions, with particular reference to the workshop leaders' research into women with troubled eating.

A simple but effective activity was used to establish participants own "collusion" in gender as a social construct. A male form and a female form were placed on the floor with various words scattered around them – achieve, caring, diet coke, anorexia, winner, lager, fat, fitness and control. These were then used to explore where stereotypes come from and the pressure delegates might feel to conform to these stereotypes.

The presenters then outlined their guiding principle of not reproducing the oppression of women through research and practice, as well as some guiding ethics which underpin this. They went on to discuss the way in which our perceptions about our bodies and our beliefs about their functions and capabilities provide a framework within which we organise our social and psychological interactions. In particular, the socialisation of girls to be unable to accept their bodies and the relationship between body image and self esteem were explored. Eating disorders, a largely feminine phenomenon, were seen as a response to the developmental demands of growing up female.

The presentation continued by asking whether experiential learning reinforces or eradicates these concerns of the body. The potential for positive contributions here was shown in an overview of the workshop leaders' work with designing, implementing and analysing an outdoor adventure therapy programme for women with troubled eating.

The message of this workshop was twofold. With regard to women and the body it said, "we tell women they have to be thin and then when they are thin we tell them they are mad!" With regard to experiential learning, it challenged participants to consider to what extent their work colludes with this social construct of gender.

APPENDIX 1

BRATHAY'S WORK WITH YOUNG PEOPLE

Young people face many challenges as part of growing up. Brathay courses help them develop the key qualities and social skills which enable them to meet these challenges, to realise their potential, and to take a full part in the community. We seek to work in partnership with employers, youth groups, schools and other agencies, designing courses to meet specific objectives which complement longer-term training and education programmes.

Brathay's distinctive approach involves learning in groups, facilitated by a professional development trainer. Young people take part in activities which are designed to challenge and stretch them, but which are appropriate to their particular needs. These activities can range from outdoor adventure activities to small indoor and outdoor projects, to drama and creative workshops. Emphasis is given to reviewing the activities in order to reinforce and transfer the learning. Courses are designed to provide a progression of activities, so that new skills can be applied and practised and young people are given the opportunity to take an increasing responsibility for activities, group process and their own learning.

This training takes place within an ethos in which young people are encouraged to value themselves, other people and the natural environment. The community aspect of the residential course is an important part of the Brathay experience.

In addition to working directly with young people, Brathay runs trainer-training for those who are involved in education and training with young people. We also have an interest in research and innovation.

Brathay is a beautiful 360 acre estate on the northern shore of Windermere in the Lake District. There are three centres on the estate: youth work takes place predominantly at Eagle Crag and Old Brathay, which are self-contained; and the Hall is used for corporate development courses for industry. As an educational charity, Brathay uses the surpluses generated by the corporate development courses to make possible the work for young people, by keeping the cost of youth work down and by providing a bursary which can be used to directly subsidise courses.

We would be delighted to welcome you to visit and look at our site and facilities.

APPENDIX 2

SPEAKER AND WORKSHOP PRESENTER BIOGRAPHIES

Susan Woodeson-Barr

Susan Woodeson-Barr is a consultant in Human Resource Management, a Fellow of the Institute of Personnel and Development and a Trustee of the Brathay Hall Trust. She was previously Director of Personnel for the National Trust – the first director level post in human resources, with responsibility for Health and Safety Management. During this time she introduced an integrated programme of training and development with emphasis on management skills training, and in 1994 the Trust received a National Training Award for the Careership programme for young gardeners and wardens – a pilot for the Modern Careership programmes.

Earlier as Personnel Manager she worked in several business sectors including a top accountancy firm in the City of London, hotels and hospitality, public and private healthcare. She has a long-standing interest in Brathay having worked there in the early stages of her career, and is a member of the Brathay Exploration Group.

The development of people and their potential has been a central thread throughout her career and she has contributed to the definition of National Occupational Standards in several fields including Personnel. Her continuing interest lies in working with those faced with choices and changes in their working lives and employability.

A fellow of the RSA and the Royal Geographical Society, she has a wide range of interests including music, travel, ski-ing and gardening. Her interest in young people has become more personal since her marriage three years ago and the acquisition of four step-children.

Geese Theatre Company

Geese Theatre Company is a national touring company working mainly within the British Criminal Justice System. The company has an international reputation for innovative work with offenders and youth at risk and since 1987 has worked in over 150 custodial institutions and with 42 probation services in the UK and the Republic of Ireland.

The company is dedicated to the idea that theatre is a powerful and effective educational tool in working with offenders and youth at risk. The company uses a variety of creative approaches, drawn from many sources, tailoring them to the specific needs of client groups. The company uses drama and theatre to encourage individuals to examine their own behaviour, and as a catalyst for promoting personal development and change.

George Mudie MP

George Mudie is Minister for Lifelong Learning. His responsibilities are: lifelong learning; higher and further education, adult education and basic skills (working with Tessa Blackstone); follow up to Learning Age Green Paper; co-ordination between TECs, further education and local authorities on post-16 education and training; employability - skills and training (working with Andrew Smith); development of the work of the Skills Task Force and its relevance for competitiveness; Training and Enterprise Councils - the review skills (working with Tessa Blackstone); national training organisations; Investors in Young People (youth training and national traineeships); Individual Learning Accounts skills (working with Tessa Blackstone) Careers Service; modern apprenticeships skills (working with Tessa Blackstone) overview of public/private partnerships/PFI (working with Charles Clarke); support for New Deal and economic issues (working with Margaret Hodge); constitutional reform (including Regional Development Agencies); regeneration policy (co-ordination with DETR); departmental efficiency and effectiveness, including budgetary issues (working with David Blunkett); and youth policy and youth service.

Valerie Bayliss

Valerie Bayliss is an education and training policy consultant and Professor Associate at the Division of Education, University of Sheffield. She is a director of Sheffield Careers Services, a governor of Barnsley Institute and a member of the Council of the City and Guilds of London Institute. She is a patron of the National Youth Agency and an honorary Fellow of the Institute of Careers Guidance. She is vice-chairman of the National Council for Careers and Educational Guidance established jointly by the RSA and the CBI. She was a member of the Sheffield Development Corporation from 1996 to 1997.

A graduate of the University of Wales and research student at the London School of Economics, Valerie Bayliss entered the fast stream of the Civil Service in 1968. From then until 1995 she worked in the Department of Employment and the former Manpower Services Commission. Her most recent posts, at under-secretary level, were as Director of Resources and Personnel in the MSC (1987-90) and Director of Youth and Education Policy in the Department of Employment/DFEE (1990-95). In this post she was responsible for, among other things, the development and introduction of Modern Apprenticeships and for the reform of the statutory Careers Service. As Resources Director she was closely involved in a series of major programmes of organisational change, leading teams concerned with restructuring jobs and facilitating cultural change at all levels of the organisation.

Since becoming a consultant Valerie Bayliss has undertaken a number of assignments, both in the UK and abroad, concerned with facilitating management and structural change both in the public and private sectors. Her major consultancy assignment has been as Director of the *Redefining Work* project run by the Royal Society of Arts, which has been exploring widely the implications for society of changing patterns of work and developing a policy agenda to deal with them. She is the author of the project's major report, published in April 1998, and a number of discussion papers and articles and will continue to act as consultant to the RSA, leading its new project on *Redefining Schooling*.

Valerie Bayliss is married with one son. She was appointed CB in 1996.

Andrew Cossar

Andrew Cossar, 24, is a solicitor based in Glasgow. Born in Morecambe, Lancashire, Andrew has spent most of his life in Glasgow where he attended a local comprehensive school before studying law at Glasgow University. He has been a member of the Boys' Brigade for 16 years, and now serves as a leader, working locally with young people and at a national level promoting the involvement of young people in the organisation.

Andrew is a Trustee and Management Committee Member of the British Youth Council. He is involved particularly in training and regularly leads peer training courses for other young people. He is an active member of the Conservative Party, and a member of the Advisory Committee for Millennium Volunteers Scotland.

Sister Jayanti

Sister Jayanti was born in Poona, India in 1949 of Sindhi parents who migrated to England in the 1950s. Her return to India for several months' stay at the age of 19 (leaving behind her study of pharmacy at the University of London) led her to begin her life's path of spiritual study and service with the Brahma Kumaris (BK) World Spiritual University.

She assists with the overall co-ordination of the activities of BK in over 60 countries outside of India. Her day to day work involves spiritual counselling, teaching and translating. She is Director of the BK International Centre in London, and of BK Centres in 20 European countries.

In 1980 Sister Jayanti was appointed the University's main representative to the UN in Geneva. This has led her to participate in many UN Conferences and projects in connection with Women, Development, the Environment, Youth and a major international project for the United Nations International Year of Peace. She has undertaken extensive research into the role of spiritual values in world change.

Sister Jayanti is an Advisor to the Council for a Parliament of the World's Religions, Chicago. She is a member of the Executive Committee of the World Congress of Faiths and is a member of the Advisory Body of the International Interfaith Centre. She also served on the World Congress of Faiths International Committee from 1988 to 1993, which planned the contribution of the World Congress of Faiths to 1993 - A Year of Inter-religious Understanding and Co-operation.

Dr Tony Saddington

Tony Saddington is an adult educator at the University of Cape Town in South Africa. He teaches adult learning, experiential learning and organizational development to adult educators working in health, community, industry and labour organisations. Over the past 30 years he has run workshops on experiential learning, educational design and group facilitation for youth groups and community and business organisations. He is a committee member of the International Consortium on Experiential Learning (ICEL).

Dr Isabel Atkinson

Dr Isabel Atkinson has worked in the Youth Service as a youth work volunteer, youth worker and youth work manager. She has worked in local authorities and voluntary organisations in Birmingham, Sunderland, Norfolk and Yorkshire. She has contributed to youth work education and training. Her doctoral thesis was on 'Youth Work Research'.

Eva Pomeroy

Eva Pomeroy works as a Research and Evaluation Consultant at Brathay. She is presently completing a PhD in Education, focussing on young people excluded from school and their perceptions of their educational experience. She has been involved in Youth Training at Brathay on a freelance basis for the past year and took up her present post this May.

1B Skerton High School Students

Pupils from Year 10 of Skerton High School, Lancaster, and Sally Temple of Lancashire County Youth and Community Service.

1C Geese Theatre Company

See above.

1D Diane Collins, Gill Spratt & Jackie McCormack

Di Collins has used the outdoors in her work as a teacher and youth worker. She is currently working as a freelance trainer and consultant with the Portsmouth City Youth Service. She is a member of the Hampshire Outdoor Education team, and involved in BELA and the training of adults for Duke of Edinburgh's Award expeditions. She is a project manager for the Association for Outdoor Learning and is also researching how women develop their connections with nature, with Buckinghamshire University College.

Gill Spratt works for Southampton City Youth Service. She has an honours degree in Community Studies and is currently studying for an MA in Equality and Change in the Public Sector. Gill has also worked in Adult Education particularly with women and returners and with inclusive education.

Jackie McCormack qualified as a youth worker in 1998 and is the Duke of Edinburgh Award Field Officer for Southampton City Youth Service. She is also a worker in charge of generic youth work on an estate in Southampton. Jackie regularly uses the outdoors as a medium for working with young people, particularly those who are survivors of abuse.

1E Mary Kipling

Mary previously worked in both youth work and adult education before joining Groundwork West Cumbria in 1993 as Community Link Officer. With a lifelong interest and commitment to the environment, she has become enthused by the principle of sustainability as a means of involving people in their own development as well as in the broader context. She has developed new youth projects in West Cumbria which link young people's personal and social development to community regeneration and sustainability, using a variety of approaches, which empower young people to participate in the future.

1F Lood Spies & Pieter Louw

Lood Spies began in outdoor education in 1978 after teaching for five years, when he was appointed as Assistant Head of Parks and Recreation at Springs Town, where he started an outdoor recreation club for young people. This experience resulted in his appointment as Head of Parks, Recreation and Tourism at Oudshoorn, with one of his responsibilities being to reinstate the former National Outdoor Education Centre. As chairperson of the Outdoor Adventure Association, he has been involved in developing training standards and syllabi for outdoor instructors. He is now the Director of the newly formed Centre for Development Training at Technikon Pretoria operating one of the first and largest youth development training centres in South Africa.

Pieter Louw worked with the Anglo American group as a Sport and Recreation Manager after teaching at a high school in Cape Town for three years. He then obtained his Masters degree in Leisure Management from the University of Illinois. On appointment as a lecturer at the University of Potchefstroom he started to implement Outdoor Education as part of the curriculum. Pieter is now doing research towards establishing a course in Outdoor Education, based on outdoor experiential learning practices. He is also involved in development training in collaboration with Technikon Pretoria. He served on the Executive Board of Recreation South Africa for four years and is now an executive member of the South African Forum for Outdoor Recreation and Adventure, which advises the Government on the development of the outdoor industry in South Africa.

1G Peter Allison

Peter Allison is currently researching the influence of expeditions on participants from their perspectives using qualitative methods. He also teaches Outdoor Education at the University of Strathclyde and is particularly interested in expeditions and international trends in adventure education.

2A Graham Whalley & Ian Lewis

Graham Whalley is a Youth Work Trainer and Development Officer for Lancashire Youth Clubs Association. Graham has worked in the maintained and voluntary youth sectors for over fifteen years, specialising in the design and implementation of youth development programmes through outdoor development training. Graham is involved in writing standards for the youth service and outdoor education sector and a representative of the National Council for Voluntary Youth Services. He is an advocate of Quality Youth Work and experiential learning techniques.

Ian Lewis is an Outdoor Community Facilitator, Management Development Trainer and advisory committee member of the Association for Outdoor Learning. Ian has facilitated work with a number of youth and community organisations and is an exponent of experiential learning. Ian is involved in producing policy and training standards for outdoor education and is a founder member of Phoenix Associates and the College of Life based at Tracey College in Exeter.

2B Christine Lawrence & Roy Granton

Christine Lawrence joined Technical Training Enterprise Ltd (TTE) in 1998 as Business Development Manager and is responsible for the development of new products such as the newly launched Graduate Apprenticeship programme. She is also responsible for all company contracts and funding opportunities. She previously worked as Training Manager for a Training Enterprise Council (TEC).

Roy Granton served an apprenticeship in the shipbuilding industry before moving to BNFL, and latterly Shell UK. He joined TTE in 1993 as Instrument Training Officer after 19 years at Shell UK's Stanlow refinery. In addition to his duties as Training Officer he is TTE's Health & Safety co-ordinator and delivers all RoSPA approved Health & Safety training to TTE's modern apprentices. He is also responsible for the delivery of "Pathways to Excellence" (Lou Tice). Roy currently leads a team which, for the past 8 months, has carried out a full and detailed analysis and re-evaluation of the Whole Person Development (WPD) process at TTE.

2D Brian Melrose

Brian Melrose is an Arts Development Officer at Mobex North East. For the past three years Brian has specialised in arts and crafts resources to complement Mobex North East's work using the outdoors for personal development.

2E Ambleside Youth Project

The presenters are a group of young people who all live in Ambleside. The workshop is planned and delivered by the group themselves, and has evolved as a result of their participation in a Personal Development Programme which began in April '99. The conference does not signal the end for this group as the project will be continuing until December '99. The programme is facilitated by Jo Cooper, District Youth Worker for Cumbria Youth Service and Graham Bassett, a Training Consultant at Brathay.

2F Judy Ling Wong

Judy Ling Wong is the Director of Black Environment Network, an organisation established to promote equality of opportunity within the ethnic community in the UK in the preservation, protection and development of the environment. She has worked extensively in the arts, and in psychotherapy and community involvement. Her continuing preoccupation is an integrated approach to environmental participation, bringing together different fields and sharing cultural visions. She was made a Fellow of the Royal Society of Arts in recognition of her contribution to contemporary environmental thinking.

2G Chris Loynes

Chris Loynes was, until recently, the Director of Adventure Education, an organisation dedicated to supporting the outdoor and experiential education fields. He now consults in the UK and internationally for universities and experiential education organisations providing staff and programme development and management practice consultancy.

His first post at a comprehensive school involved the development of an extensive outdoor education programme. From this job he progressed to directing the Brathay Hall

Trust's Youth Development Programme. During this time he undertook a Churchill Fellowship to study outdoor leadership training worldwide. In 1987 he founded Adventure Education and has been the editor of Horizons, the field's professional journal, since 1983. Chris is a Fellow of the Royal Geographical Society and his outdoor interests include mountaineering and offshore sailing.

2H Johann van der Watt & Pieter Snyman

Johann van der Watt is a board member and director of student development at Technikon Pretoria in South Africa. This includes involvement in the extra-curricular student life, an outdoor youth development centre at Toppieshoek, a spiritual centre and a campus clinic. He has 18 years experience of youth development, and is an artist, cartoonist, songwriter and musician.

Pieter Snyman is Leadership Co-ordinator in Student Development at Technikon Pretoria. He is the programme organiser at the Real Life Centre, and is responsible for leadership, diversity and multi-cultural programmes.

3A Dr Tony Saddington

See above.

3B Bridget Roberts

Training with Barbara Roscoe at UCNW Bangor led Bridget to four years at Brathay, the last leading the team of course directors and tutors. She took this experience into community work in Whitehaven and a unique outdoor adventure, camping outside Greenham Common Cruise Missile Base. This led to international networking, a move to Australia and a return, with new learning and perspectives on outdoor adventure facilitation. After working with corporate clients for a while, she found a niche with Out Doors Inc., a community not-for-profit organisation offering adult-based education and rehabilitation for people who are disabled as a result of mental illness. Here she has continued the development of innovative programmes and initiated work specifically for women. Other current projects are co-authorship of a manual on this work and postgraduate studies in programme evaluation. She is a rock climber, practices yoga and performs physical theatre with the Women's Circus.

3C Eric Maddern

After a psychology degree at Sheffield University, Australian-born Eric Maddern spent ten years travelling round the world, culminating in a return to Australia and time with the aboriginal people of the centre. Since returning to Britain he has worked as a writer, teacher, singer and storyteller. In 1988 with two others he launched what has become a successful rites of passage workshop for men. On his land in North Wales he has created

'Cae Mabon', a place for retreats and workshops centred on a beautiful Celtic roundhouse, where he works with adults and young people using rites of passage experiences.

3E Gareth Humphreys & Mary Barker

Gareth Humphreys works for British Aerospace, and is responsible for all apprentice training in Matra BAe at Stevenage, Bristol and Lostock. He started work with BAe in 1975 as an electrical craft apprentice. He also works for UK Skills – he trained the runner-up for the UK skills competition in 1991, then organised the UK event for 1992 and went on to be responsible for training all UK winners since. He has represented the UK in three international events as a judge. He will be chief judge in Canada in 1999. Gareth's interests include Venture Scouting, and he has led several expeditions abroad, including one to Croatia in 1998, working with war victims.

Mary Barker has a background in youth training through further education. She is now Chief Executive with the National Information and Learning Technologies Association, responsible for promoting the use of computer technology throughout the FE curriculum. She has been involved with UK Skills since 1993, originally as a technical expert but more recently as a competition judge. She has also trained gold and silver medallists in IT skills.

3F Peter Williams

Peter Williams is a Deputy Headteacher. He was educated at Durham University and the Open University, and was awarded a Teacher Fellowship at Newcastle University in 1983 to research into the personal and social development of children through experiential learning. He is an author of UNSO and DfEE sponsored teaching and teacher education programmes on sustainability and human potential, and a trainer for Living Values. In this work, he has travelled widely to the USA and the Far East. He is the UK representative to the World Council for Gifted and Talented Children and believes that all students have unique gifts and talents, which when recognised and positively nurtured, add worth and living value to their unique qualities and individual potential.

3G Colin Fletcher

Colin is a consultant, evaluator and trainer with a Community Education and Practitioner Research background; he specialises in the voluntary and public sectors. Previously he has been a reader in Social Policy at Cranfield University. He is a partner in Catalyst Research and a part-time Professor in Educational Research at the University of Wolverhampton.

4A Brian Woof

Brian has been involved with a number of youth development programmes during the past 14 years. He is currently employed at Brathay as a training team leader, where his responsibilities include management of the open trainer-training programme and client management. He recently completed an M.Ed. in which his research explored the characteristics of facilitator's interventions.

4B Annie Owen & Jon Hall

Between them Annie and Jon have 28 years experience of development training working with both youth populations and the corporate sector. During the last three years they have been developing and delivering courses for trainers in the UK and India. NLP has significantly influenced their work since the late 1980s. Both are NLP Master Practitioners.

4C Chris Reed

Chris Reed is a Teacher, Counsellor and State Registered Arts Therapist (Drama). Chris has provided experiential learning for fifteen years as a face to face facilitator and manager in the UK, Europe and the USA. This has included curriculum and course development and staff training with standard and special populations in both the outdoors and inner city settings. Chris is currently working as a therapist.

4D Lester Matthews

Lester Matthews qualified and practised for several years as an architect, worked at the Christian Mountain Centre and then ran his own outdoor consultancy and coaching business. An MBA opened the door to a career in Higher Education. He is currently employed by the Birmingham College of Food, Tourism and Creative Studies as the Head of Leisure Research.

4E Jo Broadwood

LEAP Confronting Conflict works with young people and the professionals who work with them. It takes as the starting point the belief that conflict is inevitable in the lives of young people, and that what is important is to enable them to deal with it in ways which are constructive and creative rather than destructive and harmful. LEAP works in partnership with schools, the youth service and the prison service developing the potential of the young people they serve, and developing the resources and skills of those who work with them.

Jo Broadwood has been a freelance trainer with LEAP since 1991, and has been involved in the design, development and delivery of LEAP's school and prison programmes, and regularly delivers professional training courses for adults. She is currently Head of Training, supervising and managing trainers and developing training practice and style.

4F Denise Barrows

Denise Barrows is the Director of Focus, a national voluntary youth organisation that works to actively encourage and inspire people to realise their potential and make the most of life. Working with over 2000 participants a year, Focus brings together people from an unusually wide range of backgrounds, abilities and ages to work together in integrated teams as they progress through a programme of developmental activities and community projects. Prior to joining Focus in 1993, Denise was the Dean of Admissions for a US-based study-abroad programme.

4G Kaye Richards & Barbara Smith

Having initially trained as a teacher in Outdoor and Science Education, Kaye has worked with young people in a variety of settings. She has completed a masters degree in the Psychology of Human Potential and is a part-time lecturer at Liverpool John Moores University. Her current work focuses on Adventure Therapy. She is completing a PhD research degree, which is the implementation and evaluation of an Adventure Therapy programme for women with troubled eating. Wider research interests include sport psychology, feminism, spirituality and eco-psychology. She also enjoys fell running and mountain art.

Barbara Smith is a lecturer in Social Work and Counselling at Liverpool Community College. She also has a private psychotherapy practice. Her MA research focused on anti-discriminatory counselling practice and she is currently co-editing a book on this subject. She has worked with young people for twenty years, in both social services and currently in her psychology practice. Alongside this, her work involves the development of outdoor therapy programmes. She is also a marathon runner.

APPENDIX 3

LIST OF ATTENDEES

Abell	Bryan	Notts County Council
Abraham	Alison	Dumbartonshire Enterprise
Alder	Max	Wirral Youth Theatre
Alger	Diane	Brathay
Allaman	Steve	Moving On, Moving Out
Allison	Pete	University of Strathclyde
Anderson	Simon	Skerton High School
Armstrong	David	Nottingham City Council
Atkinson	Mary	YWCA
Atkinson	Isabel	Wakefield MDC
Barker	Mary	NILTA
Barnes	Deborah	Harrow Community and Youth Service
Barnett	Laurence	Venture Scotland
Barr	Derek	
Barratt	Peter	MOBEX NE
Barrows	Denise	Focus
Bassett	Graham	Brathay
Batten	Chris	Brathay
Bayliss	Valerie	RSA
Blant	Charlotte	The Harrow Club
Blaxter	Bruce	Cumbria Youth Alliance
Bradshaw	Emma	Integrated Support Service
Bradshaw	Mick	St Hellier Youth Centre
Broadwood	Jo	LEAP Confronting Conflict
Brook	Jane	Cumbria Youth Service
Brown	Heather	Elan Associates
Buckley	Edward	Third Wave
Burke	Rita	Department of Education (NI)
Burner	Louise	Brathay
Bushby	Rob	Venture Scotland
Butcher	Alison	Groundwork/Mobex West Cumbria
Calitz	Dirk	Kwazulu-Natal Directorate Youth Affairs
Carr	Lesley	Lindley Training
Carter	Ian	Outward Bound
Chamberlain	Joanne	Horbury School

Clifton	Russell	
Collins	Di	Association for Outdoor Learning
Cooper	Jo	Cumbria Youth Service
Cooper	Steven	Voluntary Service Overseas
Cossar	Andrew	British Youth Council
Cox	Sue	Brathay
Cox	Steve	Yenworthy Lodge Outdoor Centre
Cuffe	Josie	Kingsbridge School
Darby	Julia	FOCUS
Darke	Justine	Bestwood Youth Project
Davey	Martin	St John Ambulance
Dawber	Alison	Conway Centre
Dawson	Hilary	Geese Theatre Company
De Villiers	Annenize	Technikon Pretoria
Devin	Barry	Duke of Edinburgh's Award
Devine	Jim	Skerton High School
Dixon	Maryvonne	Spirit of Youth
Dixon	Tricia	Skerton High School
Dixon	Sue	Project Challenge
Dolley	Janice	Open University
Dybeck	Maurice	Brathay
Edgley	Colin	Royal Borough of Kensington & Chelsea
Edwards	Louise	St Hellier Youth Centre
Evans	Jim	Brathay
Everard	Bertie	Development Training Advisory Group
Fletcher	Colin	Catalyst Research
Franklin	Clare	Konnect
Garcia	Chris	West Sussex Youth Service
Gibbon	Emma	Brathay
Gibbs	Camilla	
Gibson	Sophie	Hounslow Youth and Community Service
Godwin	Paul	South Gloucestershire Council
Goodyear	Matthew	
Gottesman	Seth	University College of Chichester
Gottleib	Lynette	Changemakers
Granton	Roy	TTE
Gray	Steve	Brathay
Green	Sheila	Hounslow Youth and Community Service
Gregson	Michael	West Cumbria College
Haaroff	Neil	Technikon Pretoria
Hall	Gareth	Ambleside Youth Project
Hall	Ann	Brathay
Hall	Jon	Brathay

Harding	Don	The Scott Trust
Harris	Mandy	Raleigh International
Hart	Louise	Oaklea Trust
Hart	Christopher	Leeds City Council
Haywood	Roger	The Scout Association
Hebron	Andrew	Royal Borough of Windsor and Maidenhead
Heenan	Karen	The Duke of Edinburgh's Award
Hennesey	Maria	Manor of St John Special Youth Project
Henry	Deborah	Walney Youth Project
Henson	Bob	Brathay
Heywood	Louise	Geese Theatre Company
Hill	Graham	The Needles Youth Centre
Hilton	Donna	British Kidney Patients Association
Holden	Brenda	Manor of St John Special Youth Project
Holding	Mark	TUC
Howarth	Ted	Project Challenge
Hubble	Pete	Brathay
Hughes	Heather	Selby College
Hulme	Barran	Wornington Green Detached Youth Project
Humphreys	Gareth	British Aerospace
Jayanti	Sister	Brahma Kumaris World Spiritual University
Jenner	Judith	YMCA England
Keen	Alicia	Hants County Council Youth Service
Keskar	Pradnya	Outbound Foundation
King	Mike	The Leadership Trust
Kipling	Mary	Groundwork
Kissock	Jane	Brathay
Knight	John	Mobex North East
Lear	Jonathan	C-FAR
Lenartowicz	Steve	Brathay
Lennon	Sarah	Skerton High School
Lewis	Ian	UK Outdoor Institute
Ling Wong	Judy	Black Environment Network
Liversidge	Brian	Brathay
Longden	Peter	Youth Support Team
Louw	Pieter	Technikon Pretoria
Loynes	Chris	Adventure Education
MacEachen	Aileen	Brathay
Mack	Oliver	Raleigh International
Maddern	Eric	Cae Mabon
Martin	Kevin	Sutton Youth Service
Matthews	Lester	Birmingham College
Maureen	Sister	Brahma Kumaris World Spiritual University

McCormack	Jackie	Southampton City Youth Service
McInnes	Ian	Lakeside YMCA
McIver	Cheryl	Skerton High School
Melnishka	Mariana	Outward Bound Bulgaria
Melrose	Brian	MOBEX NE
Metcalfe	Sam	Ambleside Youth Project
Morton	Holly	Ambleside Youth Project
Mudie	George	Department for Ed. and Emp.
Nelson	Wayne	Ambleside Youth Project
Nettleton	Jackie	FOCUS
Newman	Bob	The Trident Trust
O'Brien	Chris	Notts County Council
O'Connor	Elaine	Northumberland LEA
O'Connor	Kirsty	Hampden Park Youth Centre
Ogilvie	Ken	Association for Outdoor Learning
Orton	Sue	Really Working Together
Owen	Annie	Brathay
Owen	Jon	Brathay
Palethorpe	Claire	Brathay
Payne	Shirley	Association for Outdoor Learning
Pearce-Burton	Amanda	Changemakers
Pearson	Kevin	Wayout in Gateshead
Peat	Emma	Carfax
Pebody	Leonora	Cornwall Youth Service
Phipps	Kate	Divert Trust
Pomeroy	Eva	Brathay
Popat	Shailen	Brahma Kumaris World Spiritual University
Prickett	Natalie	Ambleside Youth Project
Putnam	Roger	Muncaster Ventures
Rawlinson	Pete	Wolverhampton MBC
Ray	Sue	Fairbridge in Manchester
Reed	Chris	
Remynse	John	Elan Associates
Revell	Anne	Bradford Youth Service
Richards	Kaye	Liverpool John Moores University
Roberts	Bridget	Out Doors Inc
Roberts	Karen	Skerton High School
Roberts	Alan	Bowles Outdoor Centre
Robinson	Mark	Geese Theatre
Robinson	Bruce	Brathay
Roddam	Deborah	Tyneside Careers
Rouse	Sue	Raleigh International
Saddington	Tony	University of Cape Town

Sargeant	Steven	Skerton High School
Schmoller	Mary	Eastbourne Youth Service
Shelley	Miles	Manor of St John Special Youth Project
Simpkin	Bud	RSPCA
Slater	Siobhan	Skerton High School
Smith	Barbara	Liverpool Community College
Snyman	Pieter	Technikon Pretoria
Spencer	Chris	Blackburn with Darwen Youth Service
Spies	Lood	Technikon Pretoria
Spratt	Gill	Southampton City Youth Service
Stevens	Paul	Geese Theatre Company
Strachan	Anne	Development Education Project
Taylor	Vic	Open Award Scheme
Temple	Sally	Lancashire Youth and Community Service
Thomas	Ann	Brathay
Thompson	Chris	St Ives Community Education
Trott Ellis	Carla	Fairbridge
Twilley	Pete	Wolverhampton MBC
Upton	Charlotte	Ambleside Youth Project
Uys	Piet	Technikon Pretoria
Van der Watt	Johann	Technikon Pretoria
Waldie	Ken	TTE
Walley	Lynne	Staffordshire University Business School
Ware	Brian	Foundation for Outdoor Adventure
Waring	Simon	The Outward Bound Trust
Wedgwood	Nick	Brathay
Wesseloo	Joiandi	Technikon Pretoria
Whalley	Graham	Lancashire Youth Clubs Association
Whitcutt	Dick	Industry in Education
White	Sarah	Walney Youth Project
White	Marian	Brathay
Wilcock	Alison	Horbury School
Williams	Belinda	Skerton High School
Williams	Peter	Hexham Middle School
Wood	Lesley	Light for Life
Woodeson-Barr	Susan	
Woof	Brian	Brathay

APPENDIX 4

CONFERENCE PROGRAMME OUTLINE

MONDAY 5TH JULY

Time	Activity / Speaker
09:45 – 11:00	**SETTING THE SCENE**
09:45	Welcome
09:50	Introduction – *Susan Woodeson-Barr, Conference Chair*
10:00	Lifting the Weight – *Geese Theatre Company*
11:00 – 11:30	Coffee (and an opportunity to network)
11:30 – 13:15	**THE AIMS OF EXPERIENTIAL DEVELOPMENT – SETTING THE AGENDA**
11:30	The Government Perspective – *George Mudie, Minister for Lifelong Learning*
11:50	Redefining Learning for the Next Generations – *Valerie Bayliss, RSA*
12:20	The Union Perspective – *Mark Holding, Trades Union Congress*
12:35	The Young Person's Perspective – *Andrew Cossar, British Youth Council*
12:50	Questions
13:15 – 14:15	Lunch
14:15 – 15:00	**THE AIMS OF EXPERIENTIAL DEVELOPMENT** *(Continued)*
	Valuing the Future – Education for Spiritual Dvelopment *Sister Jayanti, Brahma Kumaris World Spiritual University*
15:00 – 15:15	Break
15:15 – 16:45	**WORKSHOPS 1B – 1G**
16:45 – 17:15	Tea (and an opportunity to network)
17:15 – 18:45	**WORKSHOPS 2A – 2H**

TUESDAY 6TH JULY

Time	Activity / Speaker
09:00 – 10:00	**THE PROCESS OF EXPERIENTIAL DEVELOPMENT**
	The Roots & Branches of Experiential Learning – *Tony Saddington*
10:00 – 10:30	Coffee (and an opportunity to network)
10:30 – 11:15	**RESEARCH & EVALUATION**
	Young-Person-Friendly Research: Part of the Youth Work Process – *Isabel Atkinson*
11:15 – 11:30	Break
11:30 - 13:00	**WORKSHOPS 3A – 3G**
13:00 – 14:00	Lunch
14:00 – 15:30	**WORKSHOPS 4A – 4G**
15:30 – 16:00	Closing – *Steve Lenartowicz & Brian Liversidge, Joint Chair*

APPENDIX 5

REFERENCES & FOOTNOTES FOR TONY SADDINGTON'S LECTURE

---

[i] Henry, Jane (1989) "Meaning and practice in Experiential Learning" in Weil, Susan and McGill, Ian (1989) Making Sense of experiential learning, SRHE & Open University Press, Milton Keynes, pp.29-33. (In this chapter Henry presents a more complex diagram of experiential learning methods which are all grouped under the diagram used in this paper.)

[ii] The main traditions of adult education theory and practice can be grouped into five areas: "Liberal", "Progressive", "Humanistic", "Radical" and "Technological". This grouping follows the distinctions proposed by John Elias and Sharon Merriam. I am aware that some writers see the progressive tradition as being one of two strands of the liberal tradition. The other strand being the "cultivation of the intellect". However for the purpose of this paper I will not use the liberal and behaviourist traditions as they have provided few, if any, roots for experiential learning.

Any consideration of the theoretical traditions is a major piece of work. It is important, therefore, that I state at the outset what I will not be doing. Whilst each tradition has been greatly influenced by the particular problems, issues and challenges that existed in the context and culture in which it was developed I will not be dealing in any depth with this historical background or the social contexts within which the traditions arose. It is a tentative "stock-taking" rather than a comprehensive overview.

[iii] Elias, John and Merriam, Sharon (1980) Philosophical traditions of Adult Education, Robert Krieger, Malabar, Florida
and
Darkenwald, Gordon and Merriam, Sharon (1982) Adult Education, Foundations of Practice, Harper & Row, New York

[iv] Saddington, Tony, 1994, "Experiential learning and the theoretical traditions of adult education" should be referred to for a fuller version of this.

[v] Knowles, Malcolm, (1970) The modern practice of adult education: andragogy versus pedagogy, Association Press, New York, p. 34.

[vi] Dewey, John quoted in Elias and Merriam, op cit. p. 162.

[vii] Heidegger, Buber and Satre.

[viii] Maslow and Rogers.

[ix] Elias and Merriam, op cit. p. 111.

[x] Rogers, Carl (1961) On Becoming a Person , Houghton Mifflin, Boston.

[xi] Maslow, AH (1970) Motivation and Personality, Harper and Row, New York.

[xii] Knowles, Malcolm (1975) Self Directed Learning: A Guide for Learners and Teachers, Association Press, New York.

[xiii] Millar, Clive (1991) "Critical reflection for educators of adults: getting a grip on the scripts for professional action", unpublished, p. 4.

[xiv] Key person in the Freudian Left is William Reich.

[xv] Key person is Ivan Illich.

[xvi] Millar, op cit. p. 4.

[xvii] Illich quoted in Darkenwald and Merriam, op cit. p. 59.

[xviii] Resource centres were described as places where learners could freely choose to pursue their own learning goals.

[xix] This was described by Freire as a process of "conscientization" which he said was particularly important for those living in what he called a "culture of silence".
Freire, Paulo (1978) Pedagogy in Process: The Letters to Guinea-Bissau, Writers and Readers Publishing Co-operative, London.

[xx] Amongst Reed's principles for the "empowering learning process" are the "use of the social experience of the learners as the basic content, the raw material of the learning process" and the need to "link learner's practice to the historical development of society".

Cunningham, Phyllis, 1983, "Helping students extract meaning from experience", in New Directions for Continuing Education, No 19 September 1983, p. 63.

[xxi] Freire, op cit. p. 100.

[xxii] Hudson, Annie (1983) "The Policies of Experiential Learning", pp. 81-92, in Boot, R and Reynolds, M (eds) Learning and Experience in Formal Education, Manchester Monograph, University of Manchester, Manchester, p. 81

[xxiii] Hudson states: "the celebration in experiential learning of the individual and of subjectivity has exacerbated the dominant focus on micro processes to the detriment of an assessment of macro or social structural processes and issues", Hudson, op cit. p. 81.

[xxiv] Weil and McGill, op cit. p.3.

[xxv] Harris, Judy and Saddington, Tony (1995) The recognition of prior learning (RPL): international models of assessment and their impact on South African education and training practice, Department of Adult Education and Extra-Mural Studies, University of Cape Town, Cape Town.

THE CONFERENCE WAS GENEROUSLY SUPPORTED BY THE BRATHAY FORUM, IN PARTICULAR:

Aggregate Industries UK Ltd; AGORA;
Barclays Bank plc; BBC; British Energy; BT;
Durham University; ECGD; Ernst & Young;
Hertz (UK) Ltd; The Halifax; Industry in Education;
Lancashire Constabulary; Manchester Airport plc;
Manchester Business School; Mazars Neville Russell;
Satchwell Control Systems Ltd; Wolseley Centers Ltd

BEST COPY AVAILABLE

BRATHAY

Brathay Hall, Ambleside, Cumbria LA22 0HP
Tel 015394 33041 Fax 015394 34424
Email youth@brathay.org.uk Web Site www.brathay.org.uk

Brathay Hall Trust is a company limited by guarantee
Registered in England Number [illegible] Registered Charity Number [illegible]